

School of Fisheries may be left out of NOAA facility Accreditation, future of Fisheries Center linked to federal project

By Matt Miller
Whalesong Photo Editor

Federal planners are moving ahead with a new multi-million dollar marine laboratory and office facility for Juneau. But -- with a major planning deadline just two months away -- the University of Alaska Fairbanks still hasn't come up with its share of the funds for the project.

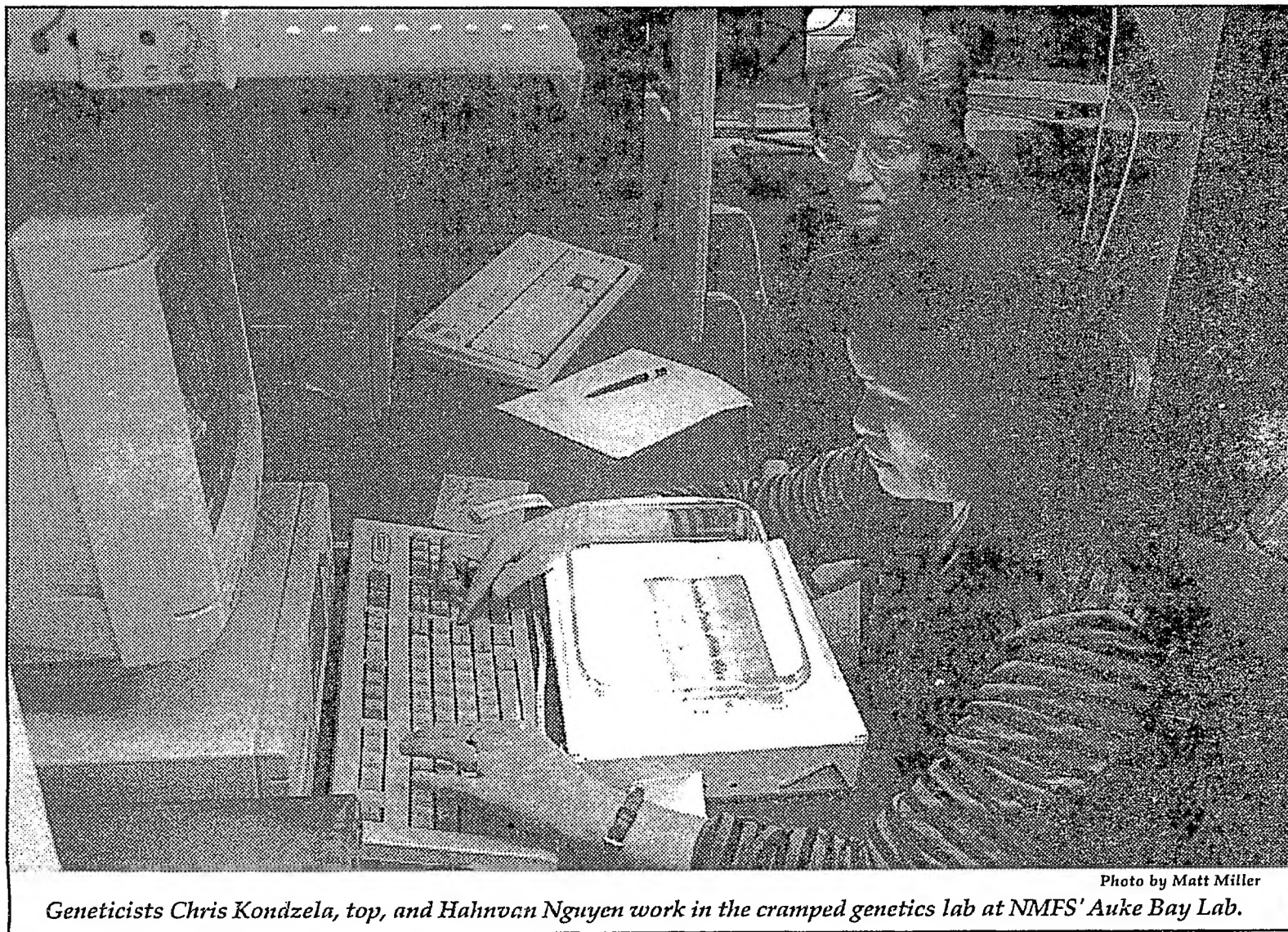
The National Oceanic and Atmospheric Administration (NOAA) wants to build a \$100 million consolidated office and research complex that's considered to be one of the largest non-military federal projects in Alaska. A potential site hasn't been nailed down yet, but federal administrators are now leaning heavily toward a new site at Lena Point, which is located about 15 miles north of downtown.

The new complex would total about 189,000 square feet and combine UAF's Juneau Center of the School of Fisheries and Ocean Sciences, NOAA's General Counsel office, the National Marine Fisheries Service's (NMFS) Alaska Region office, and the Auke Bay Laboratory in one centralized location. Over 270 NOAA personnel and related scientists would work at the site along with about 70 university staff and researchers once it's completed in 2002.

John Gorman, NMFS program manager, is optimistic, but concerned that the University of Alaska system has not come up with their share of the funds, about \$22 million. At the very least, UAF has to provide \$1.7 million before the design work starts in March, and a firm commitment has to be made next month that the money is on its way. Otherwise, the facility will be designed without UAF in mind.

Gorman said the project has already been delayed several times because of Native issues at a former preferred site and internal NOAA reviews.

"We can't really afford to have any more delays," said Gorman, "And we're not going to be able to wait for the university if they can't get things moving."



Geneticists Chris Kondzela, top, and Hahnvan Nguyen work in the cramped genetics lab at NMFS' Auke Bay Lab. Photo by Matt Miller

Gorman said UAF can still get back into the project later, but at a slight premium to revise common features in the design and put back in the 39,000 square feet that UAF's Juneau Center needs. For example, a sea water system doesn't have to be as big if researchers and faculty from

the Juneau Center won't be working there. But it'll cost extra if UAF eventually commits to the project and the design work has to be redone later.

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Thinking outside the box: Professor uses math literacy to broaden horizons

By Heather Montez
Whalesong Reporter



Photo by Matt Miller

professor Vesna Kilibarda with some of her paper is that she uses to help prospective teachers learn teaching geometry to elementary students.

Math professor Vesna Kilibarda said she would like to see more students getting their quantitative literacy in the form of calculus not college algebra.

It's a fact that many students try to avoid math and many ask that age-old question. Why do I need to take math? My major has nothing to do with math. When will I ever use it? Her answer to those students is, "How about just to broaden your horizons. To learn something that you didn't learn before."

She said that math gives a person the ability to read different kinds of articles, interpret charts and just have a better understanding about what's going on in the world. "It's part of a general education, being quantitatively literate, besides being just literate. It broadens and enables you to do many more things," said Kilibarda. "More and more employers are looking to these kind of graduates. I think the higher your quantitative skills the more employable you'll be."

Kilibarda comes from a very small republic in Yugoslavia called Montenegro, which has a population of 500,000 people. "It's very similar in population size to Alaska but much smaller—a tiny, tiny country. It is on the Mediterranean sea and has beautiful mountains. It is a beautiful country," said Kilibarda.

She studied mathematics at the University in Belgrade and received her bachelor of arts degree in 1980. She continued through school and received her master's degree in 1985. To pursue a doctorate, she was told she would have to study abroad. Kilibarda said that there were really only two options to choose from, the former Soviet Union or the United States. She chose the United States. "I heard there was no place in the world that had a graduate education as good as the United States and I really wanted to go, I thought it would be an exciting place to be."

Kilibarda was chosen for a 10-month Fulbright Scholarship and came to the United States in 1987, with her husband and two children ages three and five. "My husband was staying home with (the) kids and taking care of them. They were visiting many places, going to parks and parties and I was studying," she said.

Kilibarda chose to study in Lincoln, Neb. where Dr. John Meakin, the leading mathematician in her field (semi-group theory and applications to theoretical computer science), was teaching.

After her 10-month scholarship, Kilibarda and her family returned to Yugoslavia. It was her plan to return there to finish her work, but because the situation in Yugoslavia had deteriorated so drastically within the year she was gone, it was practically impossible for her to continue working there. "You could feel the tension in politics and everyday life," said Kilibarda.

Following a year of teaching in Yugoslavia, Kilibarda and her family realized that staying in Yugoslavia was not going to be in their best interest. They came back to the United States in 1988. "At that time when we returned to the United States, Yugoslavia was still an open country so we didn't have any problem getting a visa to go to the United States. It was a few years later that the situation in Yugoslavia really changed," said Kilibarda.

Because they were comfortable with Lincoln and really liked the school, they decided that was where they would go. This time both Kilibarda and her husband were students. They each received their Ph.Ds in 1994, Kilibarda in mathematics and her husband in geology.

Because of the instability in Yugoslavia, they have not attempted returning to visit their families. "At certain times there was a war going on so it would have been hard to

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May You Carry the Belief of this Holiday Season Into Next Semester

By Alexis Ross Miller
Whalesong Editor

It is the last day of the semester. (No, we are not ready to scream for joy yet—we still have to make it through finals.) It is also the last month of the year, which signals the end of 1997, but also heralds the beginning of another year as well. I've never been very good at endings and I'd rather think about the next thing or the next semester or the next year.

I'm bringing this up now because I think it is time to ponder our New Year's resolutions. The Alaska State Legislature returns to Juneau in January and as a student or professor at UAS there are many issues that we should all be aware of and ready to add our 2 cents worth to the political pile. Legislators will be debating the university budget, which will probably be significantly different than Gov. Knowles' proposed \$3.5 million increase. Members of the legislature will also be meeting with the Board of Regents to discuss issues relevant to the university. As UAS students, we are ideally situated to attend these meetings or at least to keep tabs on hearings by watching KTOO's "Gavel to Gavel" series or reading the daily legislative articles in the local and statewide newspapers. If you want to be informed, you can be.

There is one pre-filed bill that is already stirring up interest among students from Fairbanks to Ketchikan. Rep. Con Bunde (R-Anchorage), a former speech professor at UAA, has proposed legislation that, in a nutshell, asks that the University of Alaska Anchorage receive a bigger piece of the funding pie. UAA supposedly has 60 percent of the student population, about 18,600 students, but only receives 35 percent of the funding. This legislation proposes changing the current funding mechanism to allocate money for the university based on the number of students attending each campus.

There will be many other topics students, faculty and staff will want to know more about next session, including the possibility of revamping or making substantive changes to the student loan program. Discussion about raising tuition \$2 a credit hour will be on the agenda at the next Board of Regent meeting, which will be held in Juneau in February. Although it isn't much money, it still is an increase, and since services and classes continue to be cut, it doesn't seem fair that students bear the brunt and must pay increased tuition. You can have a voice in each and all of these discussions. (Stay tuned to the Whalesong next semester and we will inform you about the February Board of Regents meeting.)

Students at UAS are ideally situated to learn more about all of these issues because we have Annette Nelson-Wright, the student regent, here on campus. This past semester Annette held office hours on Tuesdays and Thursdays and students could make appointments to discuss university topics with her. She will be ready to assist us all again next semester. You can contact her over the break when all our schedules have slowed down a bit and talk with her about your concerns (790-4456). Her e-mail address is

jsamn@acad1.alaska.edu.

We are also privileged to have the newest regent, Elsa Demeska, living and working here in Juneau too. Elsa is a former businesswoman and a former legislative aide, who understands the political and budgetary process well. She is extremely approachable and very knowledgeable. I know Elsa personally because I worked with her for many years in the legislature. Elsa's e-mail address is syefd@orca.alaska.edu and her phone is 586-2806. These two women are our legislators, in the sense that they are our lifeline to university issues and university funding. They make the key decisions that affect you as a student. So call them up and talk with them about those issues near-

Perhaps I've been listening to too many uplifting Christmas carols or inhaling too much of that clean, fresh pine smell from the trees around campus, but I wish that each and every person associated with UAS would get their hearts desire this holiday season.

est and dearest to your heart.

And while you are downing that third glass of eggnog and nibbling on Aunt Edna's horrible (and probably last year's) fruit cake—don't you think this was a mistake someone made by dropping too many ingredients into the mixing bowl—and eating all those little cookies shaped like trees or stars or candy canes, you might want to think about your resolutions. And resolve to be more politically attuned next year and next semester. It doesn't take much effort. After all, the word

university means "the whole society" and politics is very much a part of our world. There are approximately 32,000 students attending the various campuses around the state. Each student touches at least 1 or 2 other people who undoubtedly support the university system as well. If you double that number you have 64,000 people and if you triple it you have 96,000 people. Imagine what a collective roar we could make if we all stood

up and said the same thing. Like telling the legislature to fund the university at the amount the governor has requested or even higher.

Alaskans and Juneauites are lucky because population-wise we are low on the totem pole. It is easy for us to know our legislators personally and even easier at UAS to know the powers that be—like Chancellor Marshall Lind and Dean John Pugh and Director of Student Services Bruce Gifford. We can meet with these folks and express our concerns about programs and classes being cut or services not fulfilling our needs. Or we can also tell them about the positive things on campus, like the new residence hall and the renovated food service and the new Bread Loaf and environmental science programs.

I began this semester with an editorial about activism and I want to end this semester on a similar note. In my first column I quoted Robert Kennedy who said, "Let no one be discouraged by the belief there is nothing one man or woman can do against the enormous array of the world's ills—against misery and ignorance, injustice and violence . . . each time a man or woman stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he (she) sends a tiny ripple of hope, and crossing each other from a million different centers of energy and daring those ripples build a current which can sweep down the mightiest walls of oppression and resistance."

That quote seems even more appropriate during this holiday season because it truly is the season of magic and if you believe, anything can happen. Perhaps I've been listening to too many uplifting Christmas carols or inhaling too much of that clean, fresh pine smell from the trees around campus, but I wish that each and every person associated with UAS would get their hearts desire this holiday season. (Because I believe I certainly deserve mine.) And I wish that students, faculty and staff would begin next semester with the desire to make this campus an even better place to go to school. If you believe, it will happen!

Letters to the Editor

Former student urges support for UA system

Dear Editor:

The Juneau Young Democrats were happy to hear about Gov. Tony Knowles' exciting budget proposal for the University of Alaska. Although Republicans in the Legislature claim to support the university while continuing to cut our budget, Gov. Knowles and the Democratic legislative minority are once again going to bat for Alaska's students.

Gov. Knowles proposed a \$3.5 million increase for the University, up over 2 percent. The increase is small enough to keep the state's budget in line, yet large enough to give university students some relief from the relentless effects of Republican budget cuts.

The governor also proposed a new scholarship for Alaskans who graduate in the top 10 percent of their high school class. The scholarship would cover the equivalent of tuition and fees at the University of Alaska. For too long, our best and brightest have left Alaska to attend college outside. The governor's scholarship especially benefits rural students and others who may lack the money to attend college at all. Further, as more bright Alaskans attend UA campuses as a result of this scholarship, the entire University system will become stronger.

Cuts to university funding are especially damaging, as smaller general fund allocations lead to higher tuition rates. As a result, not only are students paying more, but they're also receiving a smaller return on their higher education investments: declining services, large class sizes which distance the teacher-student relationship, and less course offerings every semester.

The University is not only important for degree-seeking high school graduates; a strong system of higher education is essential for Alaska's attempts to meet long term goals:

- A good University system attracts people and capital, diversifying our neighborhoods and our economy.
- The University system itself provides many jobs to many Alaskans.
- Qualified, educated Alaskans get Alaskan jobs.
- Education reduces crime and fosters a greater sense of community.
- Educated citizens make good decisions and help their communities achieve their goals.

In support of the University of Alaska, the Juneau Young Democrats are planning a formidable campaign to urge the legislature to accept the governor's proposal, including public forums, letter writing, and ads calling for increased funding. We encourage students, employees, alumni and friends of the University of Alaska, as well as other Alaskans, to thank the governor and contact their legislators today to urge support of the governor's proposals during the upcoming legislative session.

Sincerely,

Wayne Saucier
Juneau Young Democrats

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The Voluntary Circle

Volunteering for public service is a public service

By Ruth Danner
Whalesong Columnist

Juneau is a political town. You can't do much without bumping into politics or politicians, and often we think of both in a tainted light. To soften the sound we call it public service. Despite its sometimes shady reputation, some members of our campus community aspire—some openly, some in their most private thoughts—to public office. If you're one of these, this column is for you.

I visited with Sen. Jim Duncan the other day, and here's the good news. He says politics can be an honorable profession, and he has been involved in local and state politics long enough to know. "Public service can be satisfying and rewarding," said Duncan, "but if you're in it for the money, perhaps you should rethink it. Politics is still a credible profession where you can make a positive impact, but there's a price to it. That price is time. It takes a lot of time, not just from you, but from your entire family. You can't go to the grocery store without getting involved in a conversation about a perceived need. But each encounter gives you a different outlook. It's a challenge worth putting the time in for."

I see the preparation for office as something like a board game. If you are willing to invest the time, you're at square one. If you have strong ideas about critical needs that you believe must be addressed, you move up a square. Duncan said to succeed in politics, you need to like to work with people and you must be willing to get involved and take the lead. If this still sounds like you, move forward three squares. If you're not on square number five someone else is. If you want to contribute to the public process but what we've described is just not your style, there are other ways to get involved without running for office. Perhaps you should check out some of your other options.

And how can you learn the skills you need to succeed? Whether you're into politics or not, volunteering makes a lot of sense. Duncan said, "Volunteers make a very important contribution to the community, a contribution that is more important today than ever. Citizens on the whole are demanding less government."

"Years ago, everyone knew the people in their community. People worked together to meet common needs as they arose; the greater the need, the greater the participation. This was good. It built stronger,

more resourceful communities. People had stronger relationships with each other and a better understanding of where the most critical needs were."

As government continues to shrink, more people will find themselves dedicating their personal energies to programs and services they believe are important, and we will see a return to stronger individual participation at the volunteer level.

If you want to pursue political office, non-profit volunteerism in your community is a good place to lay the groundwork. Through immersion in efforts to solve these needs which are critical to the community, a strong viewpoint often emerges. Organizations give you the opportunity to build working relationships with new people. Working with people is the key. Just by participating, you gain exposure to innovative and creative ideas, but if you're serious, you need to take the initiative to step out in front. You need to be willing to take on leadership positions. This is not always easy. Duncan's advice with regard to public service via elected office or volunteer involvement is the same—"Learn to accept setbacks, be tenacious. It's not always easy, you've got to keep after it."

But be prepared. According to Duncan volunteering in the community is a good place

to learn valuable skills, meet influential and like-minded people, and demonstrate your abilities and commitment to your community. He said, "When you volunteer to run for public office, you come with a personal viewpoint from which you offer to represent the people. Unlike other volunteer opportunities, this is the one time when people are likely to tell you 'No thanks.' And you need to respect their choice of who they feel will best represent their interests."

Duncan credits his involvement in the Jaycees with inspiring him to become involved and active in community affairs first as a member of the Juneau City Council and later in the State Legislature. He credits volunteering with giving him an understanding of what was important to people at the grassroots level.

If you thought political life was for you, maybe you'd like to rethink it now. If so, that's a good thing. It is a lot of work. But if you're not afraid of the commitment and hard work, now you have a good place to start. Volunteer.

Ruth Danner is an MBA student at UAS and a consultant specializing in computers, business administration, and communications.

Viewpoint

Conservation student contends 'university can't see the trees for the forest'

By Anissa Berry-Frick
UAS Student Conservation Club

The proof is in the pudding, or so to speak, when it comes to land selection for the University of Alaska. Just look at the way they've already managed their lands and you'll understand why no more federal land should be given to the university under the University Land Bill.

When the university had to settle a land dispute with the State of Alaska, what did the university settle for? Rights to cut high-volume old-growth forest. The university was given the one-time cutting rights to 58,000 acres of State land near Yakutat, between Cordova and Yakutat on the Gulf of Alaska coast.

This land could have harbored sustainable forestry in the form of selective logging for a very long time. But in the last three years the university has cleared its lands there mercilessly, managing them in a manner inconsistent with the policies of the university. Given past performance, why should we trust the university with 250,000 acres of federal land, including valuable forest lands from the Tongass National Forest? It is too bad the university cannot see the trees for the forest. Instead of logging for maximum profits for the price of destruction of a forest, why couldn't this land be used to diversify into an educational, research-oriented classroom?

Trees turn into money. No mystery here, except how many Alaskans are benefitting from this economic development? According to Chapter XI, Part V of the Regent's Policy of Finance and Business Management, the University's land management is supposed to "encourage development of in-state value-added industry" to provide Alaskans with jobs.

Even Gov. Knowles urged UA President Jerome Komisar, in a letter dated July 25, 1996, to "make in-state processing, particularly value-added processing, and local hire priorities in this

and other future timber sales. I know you agree Alaskan jobs must be a primary objective of this and subsequent timber sales." Gov. Knowles feels the first timber sale from the Yakutat area "could have worked out better for Alaskans."

The university hired Wasser and Winters, an out-of-state firm, to log the university timber at Cape Yakutat. According to the State Department of Labor, over 70 percent of Wasser and Winter's employees in 1995 were non-residents. Just like all University of Alaska timber in the rest of the state, the timber cut in Yakutat was shipped to Asia in the form of raw round logs. Not one Alaskan mill worker was employed processing those logs. One can only imagine how many Asian workers those logs put to work.

The University of Alaska already has enough land. The Morrill Act, which established the system of land grant colleges, gave land grants to states based on the state's population. Under that Act, the University of Alaska would lay claim to only 90,000 acres. As is, the university holds nearly double that amount - over 173,000 acres - in investment property. Just compare Alaska to another western state with roughly the same population, Wyoming, who has 136,080 acres of land for higher education, and you'll see that we've done just fine here in Alaska.

The University of

Alaska Lands bill is just another thinly veiled grab for timber from the Tongass National Forest. If this bill passes, 250,000 acres of valuable Tongass lands including the Honker Divide, Cleveland Peninsula and Chicken Creek near Point Adolphus, could be handed over to the university to be logged and exported to Asia for a quick profit. Don't be fooled by Martin Epstein's (UA Land Manager) talk - this isn't about university "stewardship" and jobs for you and me - it's about stumps for Alaskans and jobs in Japan and Korea.

Anissa Berry-Frank is a student at UAS, and she is also the student contact for the UAS Student Conservation Group.

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PEACE AND JOY TO THE WORLD

Global Connections: The world is our campus

By Elizabeth Schelle
International Studies Coordinator

Sara Dow, a UAS student working on a Bachelor of Liberal Arts (BLA) with an art emphasis, is studying this year at the University of Utrecht in The Netherlands through the International Student Exchange Program (ISEP). The following is a recent e-mail update from Sara on her life at a Dutch university.

"... everything is great. I love it here and I am so glad I came. I'm also glad I took your advice and went for the whole year. I know people who are leaving at Christmas and they are very sad and are trying to find ways to stay. My housing went smoothly and I did get a place lined up. It is an International House called Parnossos that has three floors of foreign students from all over. I live with five others and we share a kitchen. We all get along really well and it is in a great location. . .

One thing I was shocked about (but not disappointed) is that I go to a Dutch school. All of my classes are in Dutch and all the students are Dutch. I feel the program was a bit misleading because I was under the impression the classes were in English. Weren't you? Even in their catalog they list classes as taught in "Dutch/English." Well, the teachers do take me aside and explain things to me in English, but I also miss out on a lot. The benefit is that I will learn more Dutch than the University students who have courses in English. I would not want to be anywhere else than where I am.

I am in the Painting program and it is quite a challenge. Most of the painters in my studio are passionate and experienced painters, where I was just placed, and I'm not sure why. I also have drawing, printmaking, art history and culture, and photography. I want to do more with photography. The options are endless here but the key is you have to be very self-motivated. If I want to learn something, I have to seek it out. The best thing is I have my own work space with an easel and tables and chairs, something I could not get in Juneau. . .

Messages like this highlight the benefits of studying abroad as part of your academic experience at UAS. We are proud of what we provide our students here in Juneau; at the same time we realize that we serve our students best when we can offer them a broad educational experience within their major. This is made possible through programs like ISEP, the National Student Exchange (NSE) and a new consortium we have just affiliated with, the Northwest Council on Study Abroad (NCSA). I like the slogan for our Global Connections student club, "The World is Our Campus!" I hope you will think about your education at UAS from this perspective and explore your opportunities!

For students who would like to consider a short-term experience this spring or summer, we have opportunities available to you through the NCSA programs. These programs provide language instruction as well as specific courses related to the country and culture of the program site. Courses are taught in English by both European faculty and faculty from the northwest colleges and universi-

ties that are members of the Council

For the '97-'98 academic year, opportunities are still available in several European cities. Students choosing to study abroad through these programs will receive quarter term credit and can use most forms of financial aid for which they are currently eligible. The following are the locations, program dates, sample courses, and brief location descriptions:

Oviedo, Spain

Summer: 4-week July session in Gijon or 4-week August session in Oviedo

Summer sessions focus exclusively on intensive Spanish instruction.

"Away from the traditional tourist routes and breaking with stereotypic images of Spain, the Principality of Asturias, home to the city of Oviedo, is one of the most beautiful and important autonomous regions of the country. Populated since prehistoric times, influenced by Celtic and Roman culture, and protected by the Cantabrian Mountains, Asturias remained a haven for much of Iberian culture for centuries, developing the unique Pre-Romanesque architectural style that crystallized the values of the emerging Christian society much earlier than in the rest of Europe. Thus, no region of the country better embodies both the pre-Moorish past and the European Spain than Asturias. . .

Macerata, Italy

Spring '98: April 14 - June 20
Italian language, "Film and Society," "Modern Italy: A Look at the History of the Italian People," "Art History: Between Romanesque and Renaissance, the Centers of the Renaissance."

"Macerata is a provincial capital (province of Macerata) with a population of 50,000. It rests atop a hill between the Chienti and Potenza rivers. It was originally a Roman settlement but can be considered a city of the high medieval period typified by its walled city plan. Macerata is rich in fine examples of Romanesque, Renaissance and Baroque architecture. There is a noted outdoor theater of the 19th century call Sferisterio where operas are performed in the summer. . .

Athens, Greece

Spring '98: March 24 - June 13
Greek language, "Monuments of Greece," "Byzantine History and Politics."

"Athens is characterized by its modern, metropolitan environment as well as its nearby beaches and relaxed pace. The city is dominated by the Acropolis, the hill on which the 2400 year-old Parthenon, one of the world's most renowned classical monuments, still stands. Athens' old

town, called 'Plaka,' surrounds the Acropolis, and is known for its flea market, small 'tavernas,' craft shops, and narrow winding streets. The Mediterranean climate provides mostly warm, sunny days and cool evenings in Athens. . .

Angers, France

Spring: February 3 - June 6
Summer: July 2 - 26
July 28 - August 23
September 2 - 27

Spring courses: French language and literature, "Social-Cultural Study of France," "History of France," "History of France," "French Art History," "Kings, Chevaliers and Courtisans..."

Summer courses: French language, civilization, literature, business French.

"Angers has been described as a 'bright and radiant city' and is located in the western portion of the Loire rivers. Within its white walls are some of the most beautiful and prolific gardens in France, as well as the oldest and largest collection of medieval tapestries in the world, which hang in the 13th century Chateau d'Angers. The arts in all forms — theater, dance, music and visual arts — are of major significance. The region is also noted for its quality of language; it's said the purest form of French is spoken here. . .

London, England

Spring: April 1 - June 12
"J.R.R. Tolkien: Old England in Modern Times," "City and Countryside Literature," "London Theatre," "Art & Architecture in London: 1666-1851," "History of London. . .

"A very old city, even by European standards, 'Londinium' was founded in 43 AD by the Roman conquerors of Britain. Now almost 2,000 years later, Roman relics can still be found in the heart of the city and throughout Great Britain. . . London remains the cultural center of the English-speaking universe. England is the seed of an entire English-speaking world. Its nursery rhymes rocked us to sleep in childhood, its legends frightened us awake at night. . . We have also been rocked in a very different way by the energy of England's modern culture. . . the richness of 'this blessed plot, this earth, this realm' lies in its phenomenal diversity. . .

For more information on any of these programs, contact Elizabeth Schelle at 465-6457 or 6455, or come by the Student Resource Center for an appointment.

Elizabeth Schelle wears many hats at UAS. She is a Communications professor, a counselor in the Student Resource Center, as well as the advisor to the student group, Global Connections, and the Director of the International Student Exchange Program (ISEP).

The secrets to cramming and tips for taking tests

By Lori Exferd
UAS Academic Counselor

Final exams. They're coming. For some people, they're here! Finals come at a time of year where our minds begin to focus on the holidays and vacations, and not studying for exams and finishing up research papers. In one week (or so) you're expected to take three exams and turn in two papers. How do you do it? I would hope by careful time management and advance preparation. But let's get serious. For many students, it's procrastination and last minute cramming.

How to Cram. There's a technique, you ask? Absolutely! First, I must recommend that you don't do it. It really is the least effective way to prepare yourself for an exam. But as a former student who didn't practice what she is now preaching, I feel it is my duty to share the secrets of successful cramming.

All the cramming experts say that first and foremost, you must understand

the consequences. The more you try to cram, the less you'll remember, and the more you cheat yourself on getting an education. It's also more work. By trying to remember under pressure, you have to work harder. Cramming in no way saves you time.

You also have to know your limits. If you're the type of person that needs 12 hours of sleep prior to getting up in the morning, you need to take that into consideration. Planning an all-night cramming session will not do you any good. Taking care of yourself is extremely important during finals week. You'll need to take into account some time management while planning your study sessions.

Then you need to make some choices. You aren't going to remember everything for three in-class, multiple choice exams. Pick out some important elements from each course you are studying for, and learn them inside out, forward and backward. This requires the study skill of anticipating exam questions, essentially quizzing yourself be-

fore you even walk in that classroom. Highlight paragraph headings, topic sentences, and bolded phrases. Don't read the whole assignment, instead choose sections of importance to know as best as you can.

Plan when, where and how long you are going to study for each course. This usually revolves around your exam schedule. If your tests are spread out, you can study for one at a time, without overlapping materials. However, if they are scheduled back to back, you'll need to be studying for both at the same time. Break up your day and devote half to one subject, half to the other. Take a break in-between to clear your mind and re-focus from one topic to the next.

Recite, repeat, recite, repeat. That's the key to cramming. Go over your material again, and again and again. It may make you nauseated, but repetition and recitation are the keys to cramming. You should be able to repeat out loud to any passing stranger the content of your studies, without using notes, in order to be prepared.

Relax and don't beat yourself up. You'll

hear your mind start saying, "I should have started studying earlier, I should have read the assignments ahead of time." Stop with the "should's". Admit to yourself that this would have been easier had you planned ahead, but this is where you are at now. Next time, do it right. This time, work with the time you have.

Cramming is essentially making the best of a bad situation. Not many people enjoy cramming because it creates a sense of panic. So recognize what you're putting yourself through, and then lighten up. You may be pleasantly surprised at your test results, but don't put a lot of stock in the cramming process. Remember, you're cramming only to get by. Truly learning something requires knowing how to study, and then doing it right.

Lori Exferd has a master's degree in Education with an emphasis in College Student Personnel from the University of Wisconsin. She is employed in the Student Resource Center as an Academic Advisor.

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UAS prepares future teachers in MAT program

Elementary program to be added next summer

By Eileen Wagner
Whalesong Reporter

Some quiet but far-reaching changes are happening in the world of public school education, and the UAS Education Department is taking the lead in preparing teachers for this new world. A Master of Arts in Teaching (MAT) degree at the secondary level is in its fourth year of operation, and a completely separate elementary MAT degree program will be offered beginning next summer.

The existing B.Ed. program in both secondary and elementary is being phased out, although those already declared as education students will be able to complete their degree requirements.

Dave Marvel, administrator of the secondary MAT program, spoke about the reason for the change: "There's a move toward the professionalization of teaching, and this is part of that, to recognize teaching as a profession. We expect a certain level of content area expertise prior to getting out there in the classroom, and this is a way to ensure that. And you get an older student who has more commitment and more focus. It's head and shoulders above the old program."

Marvel explained that the State Board of Education has before it a recommendation from one of its subcommittees that all teacher training programs in Alaska be based on a fifth-year model. That does not necessarily mean an MAT, but it means a B.A. plus a year in the schools with hands-on experience.

People interested in either MAT program must have a B.A., and be accepted into the program. The MAT student spends most of the year in the schools, working with a host teacher, and having some classes at UAS. Marvel said about half the group tends to be right out of college, and the other half are people who have been in some other line of work for awhile.

Mary Capobianco saw a "teeny tiny ad" in the Empire about the secondary MAT program. A budget analyst for the state for several years, with a degree in technical writing, she had become fascinated with educational issues through her own children, and was interested in working directly with people. She finished her MAT last summer and is now a seventh grade Language Arts teacher at Floyd Dryden Middle School.

Did the program prepare her for the realities of life in seventh grade? "I wish I had 15 years of experience under my belt, but it's better than nine weeks," said Capobianco, referring to the old student teaching session. "It's like when people start a business - I realized it was going to be a lot of work, but I didn't realize it was going to be a LOT OF WORK. So you know that, but until you have the classroom to yourself, you don't know how intense it's going to be."

Both Capobianco and fellow MAT graduate Mary Lou Gervais praised the intensive internship, saying that the close relationship with a host teacher was the most valuable part of the program. "I got my education from my host teacher," said Gervais, "from the dialog and time spent with her. We talked every day, from the events of the day to philosophy of education."

Now the technology teacher at the JDHS technology-based Phoenix program, Gervais had an undergraduate degree in math and computer science, and had worked with computers for several years before entering the MAT program. She said she feels that the MAT students have a special place in the district. "A lot is expected of us. We're not treated with kid gloves as a new teacher would be, because we've already been in the system for a year. When you're looked to as a person who really knows something, it's a great opportunity. The MATs really have the opportunity to

make an impact on the district."

The MATs are making an impact in numbers as well. During the past two years, a Retirement Incentive Program (RIP) offered by the school district has opened a number of positions to new teachers. MAT graduates have filled 11 of them, just in Juneau.

Dave Marvel spoke about the philosophy that underlies his program: "We're trying to build within students the idea of a community of learners. Students often see themselves as victims of schools, they don't see the intrinsic value of education. We want them to see themselves as learners. The constructivist approach is that students need to construct meaning for themselves out of the material. In order for knowledge to mean something to you, you have to use it."

However, he compares the current approach to a similar movement toward process back in the 1960's: "We have to make sure we don't make the same mistakes. We forgot to do assessments - did the student actually learn something? - this time around we're being careful about assessment. This is the hardest part. We think the learning is much better, that students are better able to apply knowledge, but measuring that is difficult."

Aside from its constructivist approach, Marvel said the other important thing to know about the MAT program is that "the whole program is driven by the Alaska State Teacher Standards, which are relatively new. The MAT students are taught to use the standards to determine student outcomes, and they as teachers must meet the standards." He pointed out that UAS education programs also have full state and regional accreditation.

Mary Claire Tarlow is the coordinator of the MAT program for elementary teachers, which is slated to begin in July. She said that the structure of the elementary

MAT will be similar to the secondary, and many of the courses are the same, but they will operate completely separately.

Students will begin with a seven-week intensive teacher-education course, and then spend three days a week in the schools, and two on campus. In the spring, it will change to four days in the schools and one day on campus. They will be matched with a team of two host teachers, one primary and one intermediate.

"There are two big advantages to this program," said Tarlow, "one is the intensive internship and the other is the supportive group that develops as a result of being a class of 20."

Tarlow said it made sense for the secondary program to get started first, since secondary lends itself more readily to a content degree. Of elementary teachers, she said, "We teach children. We don't teach content. You have to understand how the child works and how the child feels. Then you can take the content and weave that into the child's development."

The elementary program is also based on a constructivist philosophy. Tarlow said "Human beings are meaning-seeking individuals. The implications of that in the classroom are that you want kids to think and understand, you want them to have choices, to invest themselves in learning."

Tarlow's vision of a good teacher will ring true with parents: "A good teacher is one who is willing to accept every child and understand every child, who has a good content background, a knowledge of how the learning process works in every content area, and can continue to guide each individual child to higher levels of understanding. A good teacher really cares about kids."

In this age of rubrics and portfolios, integrated this and project-based that, it's nice to know that the qualities that make a good teacher haven't changed all that much.

...Kilibarda

Continued from page 1

visit. On the other hand, because the United States imposed sanctions on parts of Yugoslavia it would have been very hard to obtain a visa to come back into the United States," said Kilibarda. "It would be especially hard for members of my family to come back with me, particularly my husband who would be a prospective soldier."

Upon finishing their doctorates, Kilibarda and her husband realized it was time to find jobs. "Graduate school is a wonderful experience. I think that from all the periods of my life, that was probably the best. You work in the field that you like. You also teach a few classes and you get paid for what you are doing," said Kilibarda. "You get free tuition, you mingle around people you admire, people who are important figures in your field. You socialize a lot with other graduate students who have all these great dreams. Everybody wants to become a scientist. It was really great. But after that comes real life and in real life you have to find a job."

Kilibarda and her family looked for jobs in several places. They knew they wanted to go to a coastal place and they thought Alaska sounded interesting. "When I came for the interview I really fell in love with the place. We all really love nature, hiking and cross country skiing, it was perfect for us," said Kilibarda. "We came in April and it was raining but it was still beautiful." Kilibarda said that the rainy and sometimes gloomy weather doesn't seem to affect her. "As long as the days are long, I think it is beautiful. The hardest time is now, but I guess I'm getting used to it. You just need to leave once in awhile and recharge during the winter," she said.

Compared to the university in Lincoln, Kilibarda said UAS is quite a bit different. "The classes there are very large and you really weren't able to get to know your students. Sometimes you might be teaching a class of 100 students. It's really hard to have any kind of interaction. That's one thing I really like about being here," said Kilibarda. "You can really get to know your students. Sometimes you can actually model the classes toward them, choosing topics that they're interested in. I really like that."

Kilibarda said that the school she worked at in Yugoslavia was similar in size to UAS, and maybe even in its nature. It was a liberal arts college with a lot of education students like UAS, but the education system in Yugoslavia is different. "The whole philosophy of education and the relationship that a student has with the professors are very different. This was something I had to adjust to when I went back," she said.

Kilibarda said that in Yugoslavia there are no university campuses, colleges are spread throughout the city. There is no one place where most students come together. "You mainly come to class if you wish to hear what your professors point of view is on the subject. At the end of the semester the professor gives you an examination. You never have to work on a single problem in class and there isn't any kind of feedback from the professor. It's similar to an independent study program," she said.

When a student enters college, they declare a major, similar to here in the United States, but if they decide to change their major anytime along the way, they need to go back and start over as a freshman in another field. A student needs to not only pass their classes, they need to pass a full year before they can continue on with their major. There is not a great selection or variety of classes a person can take, it's pretty much standardized.

"Teaching college is what I've always wanted to do," said Kilibarda. She said she really loves her work here at UAS and feels the professors in the math department really work together to provide the best math programs for students. "There is a lot of cooperation in the Math Department," said Kilibarda. "We all teach from the same textbooks, have common syllabi, and cover the same topics. We talk, consult and critique each other."

She said that each instructor has a certain area of emphasis or interest and puts a certain spin on the courses they teach, but they try to make all sections of the same class similar.

"I am certain that the level of the math education here at UAS is exceptional. I think that we are able to actually give more attention to each student," said Kilibarda. "Maybe that's why I take things so personally about my classes. I know my students and I know how much they know, and I can tell why they fail on a

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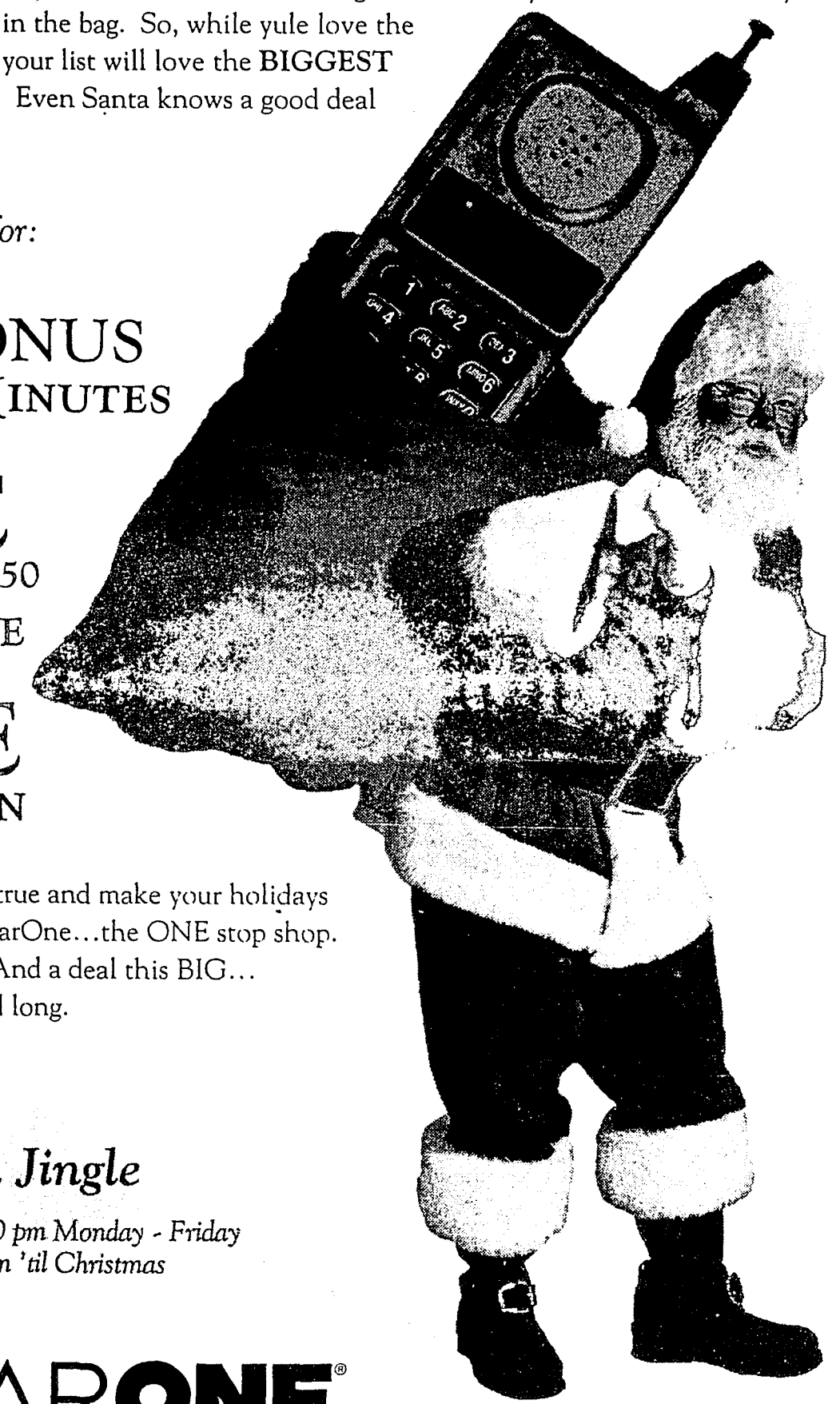
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particular exam. I am able to question myself more."

Kilibarda said that in bigger state colleges like Nebraska, for instance, there are such a greater number of students that teachers are not able to reflect as much. "I think our students, because of these smaller classes, are able to get a better than average education. We are very much like a private college," said Kilibarda. "I think that we are challenging students here, and certainly one of our goals is for our students to be transferable, that they get a good basis in mathematics."

This semester Kilibarda is teaching Math 105 (Intermediate Algebra), Math 107 (College Algebra), Math 108 (Trigonometry) and Math 311 (Modern Algebra). Next semester she will be teaching Math 131 (Concepts and Applications of Contemporary Mathematics), Math 107 (College Algebra), Math 200 (Calculus I), and Statistics 273 (Elementary Statistics). This will be the first time statistics is being taught within the Math Department.

Kilibarda said that although her children are mostly

American in their upbringing, thoughts and feelings, they are not American on paper. The reason, she said, is it has been very difficult for her and her family to get citizenship. Right now they are working on becoming permanent residents and then they will apply for citizenship. "Part of the reason I'm not a citizen is because I was a Fulbright scholar," said Kilibarda. "They give you the best kind of visa, but they expect you to go back to your home country." Currently Kilibarda and her family have been able to extend their visas yearly without a problem. However, they want to get permanent visas.

"I think we've moved enough. We are really looking for a place to make our home and I think that Juneau would be a wonderful place to do that," said Kilibarda. Her two young children have now turned into two teenagers, a daughter, 15, and a son, 13. "They like Juneau. It was a change for them coming from Lincoln, but I think they are doing fine now. Children adapt really easily. I think my husband has had the hardest time," she said.

If we don't believe in funding education, what do we believe in?

By Joelle Hall
Executive Director, ADP

Our future, how do you see it? A stable economy with jobs for Alaskans and a great educational system? A state with burgeoning industry and reduced dependency on non-renewable resources? In Alaska we are at the crossroads of choosing that future or a future of diminished opportunity.

The future that the Republican majority is offering us lacks vision. They assert that the single most important thing we can do is reduce state spending to bring it within what we earn in oil royalties. Their answer to the needs of the future is to cut the infrastructure of the state. These cuts also apply to the agencies that are supposed to be increasing our economic diversity and health, like the University of Alaska. Instead of looking at the university as another line item that must be trimmed, they should be learning how the university can help solve the problem of dwindling resources.

The university has taken cuts every year since at least FY95. However, in FY99 Gov. Knowles has proposed a budget that is a slight increase over last year. While it will not undo the damage caused by years of cuts and neglect of the university system it is a step in the right direction. This action will surely cause grief for the governor. He is standing up and saying "enough is enough"—the university is a priority. Gov. Knowles understands that the university is the training ground for new industry and business that will diversify the economy and help us reduce our dependence on oil revenue. If we underfund the university, we reduce the chance of training our future workers.

Unfortunately, Gov. Knowles has few friends who feel the same way in the legislature. This means that you and I, average citizens need to agree that a small step forward is a big symbolic step and we have to vocally and aggressively defend the governor's budget. If you value the university and do not want to see more

departments lose accreditation we must tell the legislative leaders that we support the governor's university budget proposal.

Listening to political parties and politicians wax poetic about our future may sound like election year rhetoric, but ask yourself, if we don't believe in education, what do we believe in? Funding of education is public policy ground zero. Education is a constitutional right, the most basic tool to bettering our lives and our state.

The goal is to have good jobs at living wages Alaskans have been told that we must cut the budget

to live within our diminishing means. That means that all state agencies, even the agencies that work to diversify our economy, must cut back. One of those agencies is the University of Alaska. At precisely the moment we need to retool and restructure to create opportunities for ourselves we face cuts that make that planning impossible.

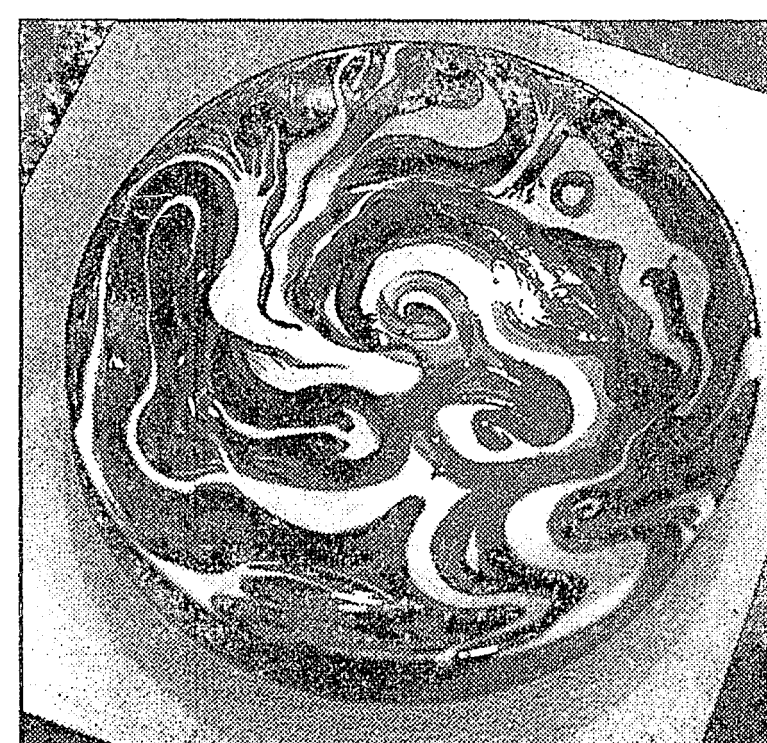
Joelle Hall lives and works in Anchorage. She is the Executive Director of the Alaska Democratic Party.

Vintage air fare



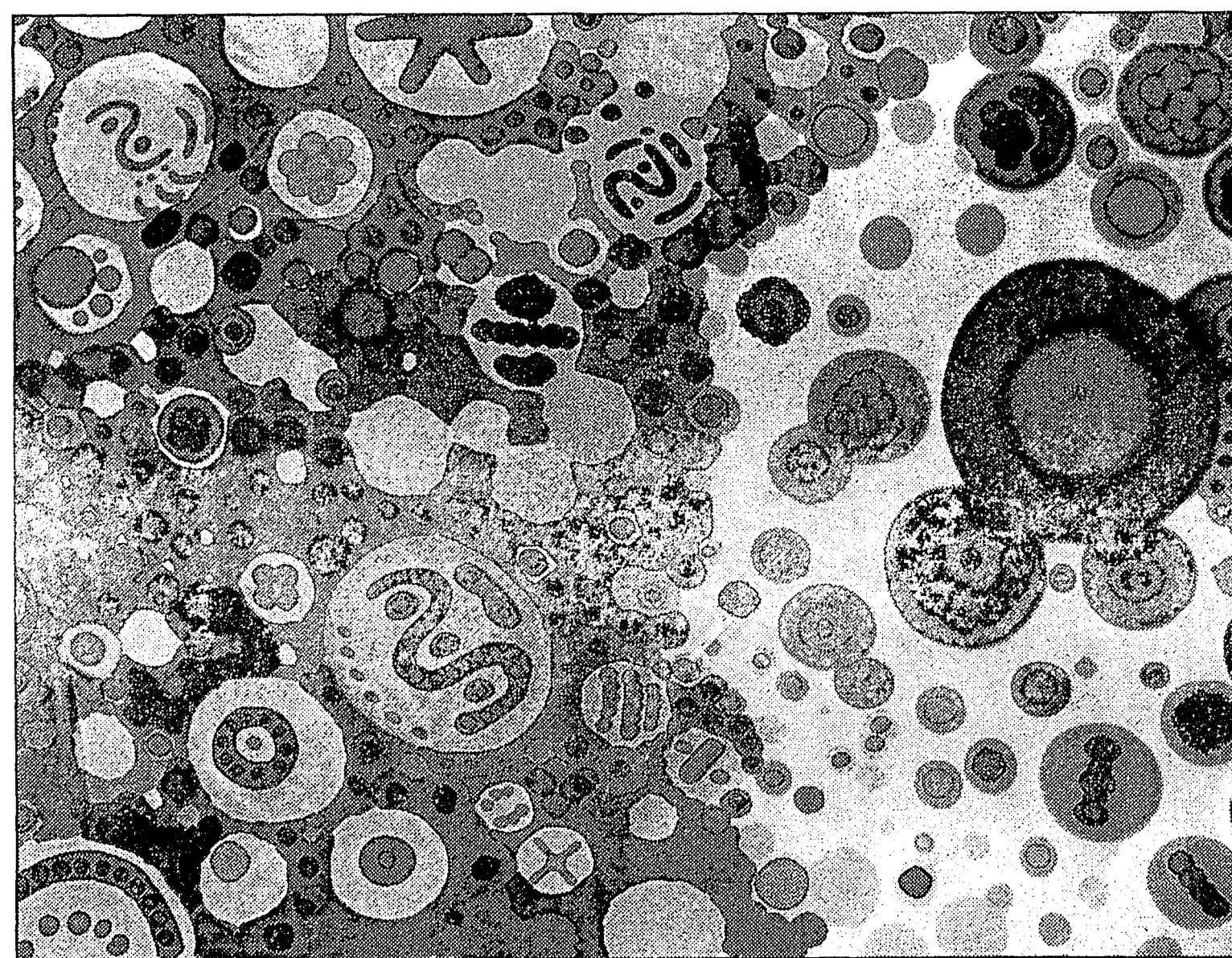
Photo by Matt Miller

UAS students had a chance last month to ride this Stensen gull wing aircraft recently purchased by George Campbell. This particular aircraft was built in 1943 and was lovingly restored 15 years ago. Campbell says it's now worth \$95,000. Used by some of Alaska's early airlines and considered the forerunner of the popular Beaver, intact versions of this model are extremely rare.



Alaskan Art: The Next Generation

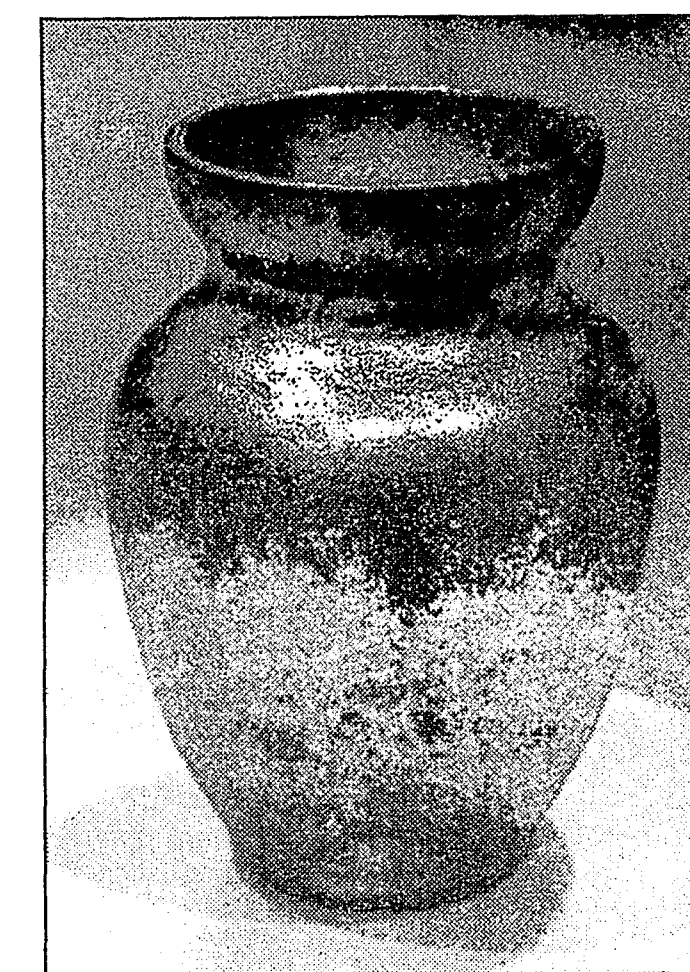
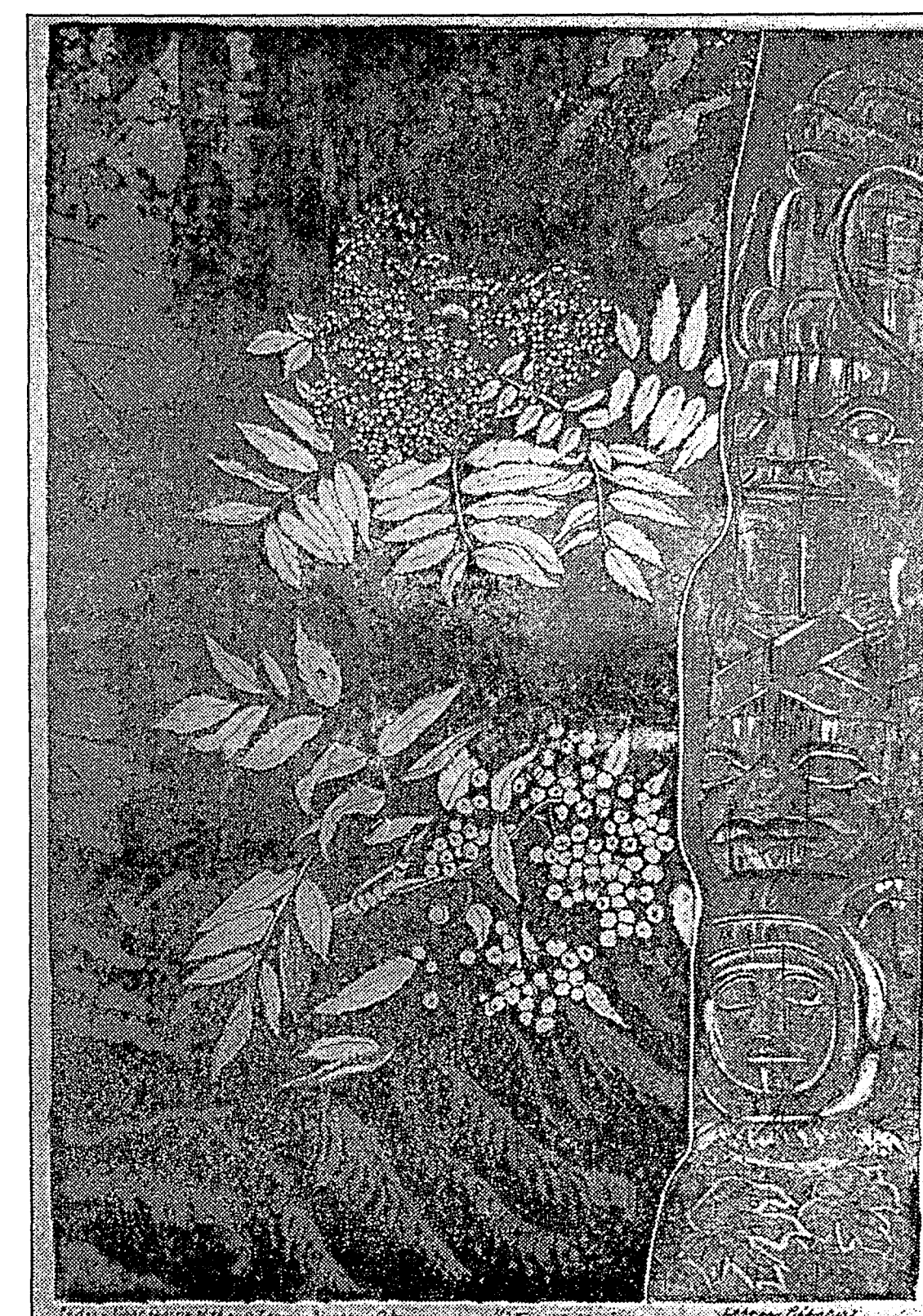
Some students have a different kind of anxiety-ridden 'final exam'; they must spend at least a semester to master the skills in their particular field and then make that big leap, develop the courage to publically show what they've created. Up and coming UAS artists displayed their latest creations at the Mt. Roberts Tram terminal during Gallery Walk, held throughout Juneau Dec. 5-6. Artwork varied from ceramics and sculpture to intaglio and batik, and featured traditional as well as Alaskan motifs and themes. Some of these pieces are also on display during a Student Art Exhibition now underway at the Egan Library through Dec. 18. Take a good look. Some of the students who've done artwork that you see here may someday become the next Donna Catotti, Rie Munoz, or Ray Troll.



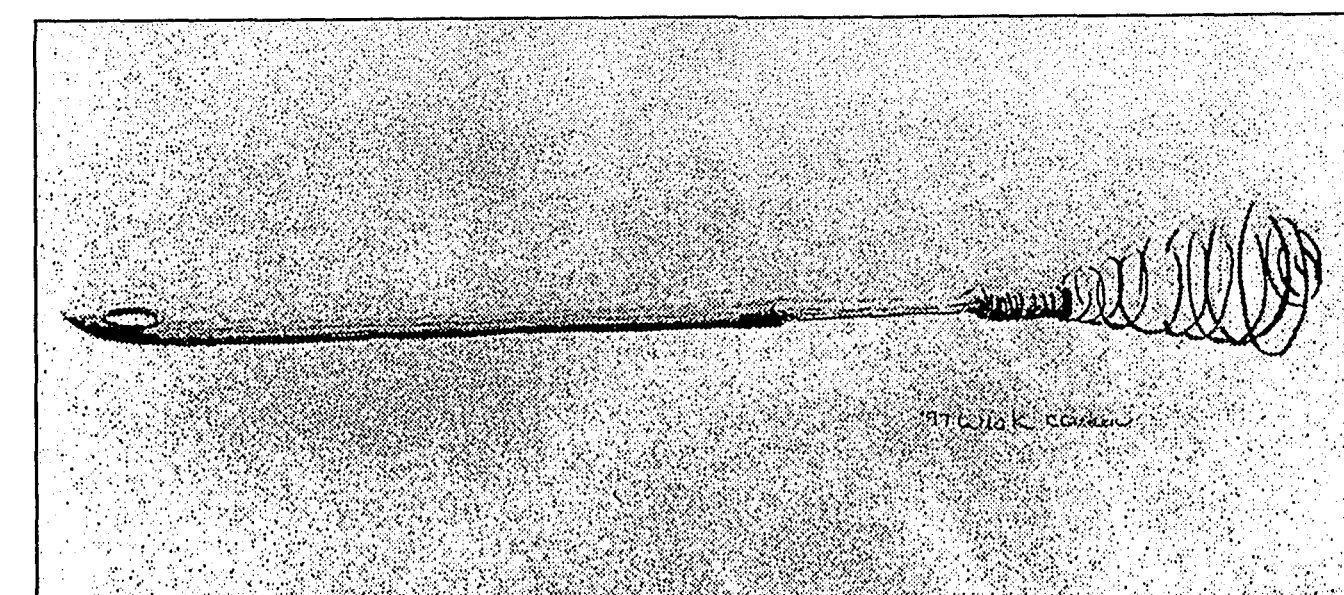
Clockwise from below: "Old Winter," a pen and india ink drawing by Donna Figley; detail of "Slide #2," a batik by David W. Riccio; "Female Cosmic Bowl" by Paula Gregovich; and an untitled sculpture/carving by L. Kimmunen.



Photographs and text by Matt Miller



Clockwise from above: a clay self-portrait by Jeoung Lee; "Cedar-Harnessing of the Atom," an intaglio by Leanne Pilcher; a Raku-style vase by Guy Lewis; and "Whisk," a pencil and chalk drawing by Cindy Cashen.



Recreational Center may arrive in a few years

By Heather Montez
Whalesong Reporter

UAS Chancellor Marshall Lind's pet project would have students exercising on campus within a couple of years.

For the past five years, members of the Chancellor's Cabinet have been brainstorming ways to build an economical building that would provide a recreational outlet for students. Currently, students have the option of going to the Juneau Racquetball Club (JRC) locations for exercise, but the hours are limited for students, and for those who don't have transportation, it's hard to find time.

"We see a need for students to be able to go exercise for an hour, 45 minutes, or whatever between classes," Lind said. He added that although the university is appreciative of the arrangement with the racquetball club, it is not the most ideal situation.

The Recreational Center, not to be confused with the Outdoor Recreation Center (ORC), which rents outdoor equipment to students, is a large gym facility that will house a running track, full basketball court, climbing wall, weight room, showers, and additional rooms which could be used for aerobics and dance.

Inside, the Recreational Center will be big enough to hold organized activities for students and special campus events. "There will be seating for a fairly large group and the seating could be expanded depending upon how much we want to spend," said Lind. "There are so many things you can do with a space like this."

Delaney pursues independent study option for radio club

By Heather Montez
Whalesong Reporter

After receiving their "official" club status, the radio club plans to disband in favor of an independent study program. English professor Don Cecil accepted the position as faculty advisor for the Radio Club giving them the last component needed to make the club official by university standards.

Communications major and Club President Deborah Delaney said that the club has been looking for an advisor since they began meeting earlier in the semester, but hadn't had much luck finding one. Delaney heard Cecil had radio experience and she decided he would be the perfect candidate. With a bit of persuasion from Delaney, Cecil accepted the position. This official connection to the university would have given the club a more solid foundation and enabled the club to be officially supported by the university.

However, the now official club may break up before it goes any further. Delaney said that there may still be a radio club in the future, but it won't be the same radio club organization as it is now. The future club might discuss ham radio, new technologies and other types of radio things, but it will not be the current radio club that is promoting the radio station on campus, she said.

Delaney and some of the other core members (Meghan Lindquist, David Jackson, Wonder Russell, and Tenaya Hergert) are disbanding as the official radio club and proposing instead to work within an independent study program which will give them credit for the time needed to research and put the radio station together. Once a proposal is written, it's their hope that the independent study will be something that can be used by future students who want to gain credit while working on the radio station.

The club has found that starting up a radio station is much more work than a full-time student is able to handle. Besides giving them hands-on learning experience and the opportunity for receiving credit, the independent study will give them the time and the motivation to get more done.

Currently, the club has not made any visual progress toward implementing the station on campus. "It's going slow. Not really slow, but as far as seeing an end product, as far as people seeing anything happening, there isn't really anything to show yet," said Delaney. "There has just been so much research and talking to different people." One of the main obstacles that hasn't been resolved is the location for the station. "We are debating if we should have the radio station in

"It's a piece that we're missing. We have wonderful academic programs. We have a great location and I think a better library than most institutions in the country. But we're missing one piece that, for some of the college life activities, is very important," he said.

Years ago when the overall master plan of the campus was looked at, it was discussed where a recreational/physical education building would go, the kind you might find on most four-year campuses. A space was proposed behind student housing that could be developed. The plans for that particular recreation building were very elaborate and would include an outdoor athletic space, possibly an ice skating rink or even a swimming pool. But Lind said that the cost of developing that properly would be too expensive. Just putting in things like a road and utilities would push the cost way up.

"It will be a long time before we have that kind of money," Lind said. "And when that kind of money is available it will most likely be used for classrooms. We have some classroom needs here that take priority over a recreational center."

Lind said the cabinet knew that with the state budget as it is, and the difficulty of getting state dollars, they would have to come up with a design that would be functional but also one that the university could afford themselves. "So we kind of backed off from that elaborate scheme and asked ourselves what could we build now that could give us a large room big enough for a full size gym, a running track and an exer-

cise room," said Lind.

They were never interested in a place for intercollegiate athletics. Lind said, "That is just not in the cards for us. We've been down that road with the basketball teams in the past and we just can't afford it."

The design will also include an area where the Outdoor Recreation Center could be housed. "Kayaking, bicycling and camping is a big deal for students here and we want to support that," said Lind. "If we can combine that space so we could have storage as a part of this complex, with someone checking out outdoor equipment and also overseeing the building, we could begin to realize some real efficiencies."

Lind said that the money for the building would come from the money now spent at the Juneau Racquetball Club, student user fees, faculty and staff fees, city use fees, and through whatever revenue the university can get from contributions. The fees from the student, faculty and staff members would be collected at the beginning of each semester as part of the overall fees. Currently this is how it is done in both Fairbanks and Anchorage, which both have recreational facilities.

When the fee was proposed to students two years ago, the majority voted that they would be willing to pay the approximately \$75 fee.

The surveyed site for the recreational building is located next to the UAS Egan Library. Lind said that in the future when the more elaborate gym is built, the facility could then be easily converted to other uses.

"It will be strategically located next to the library so it can be used for classroom space, laboratory space, any number of things. Once you have a building that's open you can configure it any way you want to. So that would be part of the plan. It could even be a bigger student center."

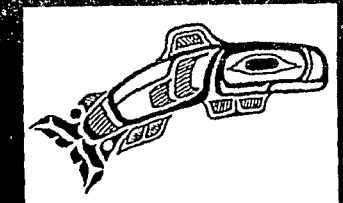
Lind said that some students have concerns about cutting some of the trees down. "You can't build anywhere around here without cutting some trees down, but we will be as sensitive as we can," he said. He added that the university takes these students' concerns into consideration and that the university wants the building to fit into the environment and to look good, but some trees will have to be cut down.

Right now the costs for the recreational building are being estimated between \$3 and \$4 million dollars. "We need to get it down to the \$3 million mark as much as we can. When we get that information, then we can sit down and ask ourselves how we will pay for it. We're in the process of getting the detailed information to see exactly what it is going to cost," Lind said. He added that once the figure comes in at a reasonable price, it will need to go through the process of being approved which could take up to a year.

"After it is approved, it won't take long to build it," said Lind. Banfield Hall, which is similar in cost, was built within a year.

"I'm just real encouraged by it. I think many of our students would really welcome the opportunity to go and work off a little stress and get some exercise," he said.

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Ain't no jive here!



Photo by Matt Miller
Keyboardist Steve Nelson of the Cook County Blues Band lays down a blistering solo in the middle of "Hand Jive" as guitarist Justin Smith watches. The group played Centennial Hall last Saturday night as a benefit for KTOO.

Parenting reaps rewards far greater than any other job

By Debbie Loveid, Erica Payne,
Windy Winsenberg and Robert Sewell

Job Available - Full-time Parent

* Hours:	24 hours/day, 7 days a week
* Pay:	Non-existent
* Benefits:	Substantial and life-long
* Orientation:	Not Provided
* Description:	Child-rearing and other duties as assigned

Being a Parent

Parenting is an exhilarating yet exhausting experience that requires more than the seven days a week or the 24 hours a day that is available. The compensation of the parenting job includes many rewards—the most important ones involving the powerful bond that develops between parent and child. Benefits such as this far outweigh the many difficulties associated with parenting.

Parents want to raise their youngsters to become emotionally healthy, productive adults. As such, the active participation of the parent is meaningful to the child's development. The role of parent requires a broad range of skills to understand and meet the needs of the developing youngster. Parents must achieve a balance to blend reasoning with firmness and, therefore, determine the boundaries of acceptable behavior, teach social skills, and provide a nurturing caring environment for their youngster—not an easy task, even in the best of circumstances. UAS students who are raising children and taking classes know what a severe challenge parenting can be.

Three forms of parenting styles have been identified. The "authoritative style" is one in which parents are warm and supportive, yet establish effective limits for their child. Children of authoritative parents are generally emotionally healthy, independent, and socially skilled. In contrast, the "authoritarian" parent emphasizes obedience, harsh discipline and controls the child. Authoritarian parents are punitive and can have children who show social inadequacy, aggression, and immature behavior. The final style, "permissive" parenting, refers to parents who place few limits or controls on their children's behavior. Permissive parents often over-indulge the youngster and may display either little involvement or immense involvement in the child's life. Permis-

sive parenting is identified with children who lack judgment and self-control. In order to teach their children new and effective behaviors, parents often need to explore, re-evaluate and sometimes change their approach to child-rearing.

Parent Education

Parent education has become more important as parents cope with societal demands of greater complexity than did their parents and grandparents before them. More and more, the American family is based on dual-income or single-parent structures with fewer members of the extended family near by. At the same time, modern parents are often tackling child rearing problems of substantial difficulty. Because of this, it is important that parents do what they can to learn more about effective parenting skills.

Parenting is a full-time job and like most full-time jobs it requires special skills to do it well. Only for most parents there is no trainer to walk them through their job as they get started. There is often no one to help them work effectively with their children or to explain what should be done in specific instances. Parents have to rely on themselves to learn about their role. Enter Parent Education.

Parenting classes show folks how to address the everyday behavior problems that are commonly encountered by parents. Most classes do not deal with specific problems themselves, but rather provide parents with the information and skills that they can apply to a range of difficulties they encounter with their children. Parenting classes teach parents to emphasize the behavior that they like to see in their children and to downplay undesirable behavior. Parenting classes provide participants with alternatives for corporal punishment when children engage in undesirable behavior. They strive to help parents and children form a healthy, stable relationship based on trust and mutual respect.

The role of parent has many aspects, but one is surely to teach the range of social and daily living skills necessary for their youngsters to get by in life. To do this parents must effectively communicate with their children. For instance, they must be able to make effective rules and know how to support use of those rules. In addition, parents must know how to reinforce desired activities and reduce problem behavior. If parents struggle with these kinds of basic steps their children may learn only poorly those behaviors which their parents want and society expects. What parents teach when children are small follows the child into adulthood. Thus, it is important that parents learn the basic skills of child behavior management to give their children a head-start on happy adult lives.

Effective Parenting at UAS

UAS now offers a five-week course centered on parent education. In this course, parents of children age 3 to 12 years learn effective ways to teach their children new behaviors. Age-appropriate expectations for children and common parenting styles are covered. Known as "Effective Parenting" (CEU 041), this intensive class consists of five Wednesday night sessions from 6:30-9:30 p.m. The workshop has already been offered for three five-week cycles this fall and the reaction from participants has been very positive and—even enthusiastic. Five more offerings of the series are planned for this spring and summer (see listed dates).

Each workshop topic is designed to help parents effectively teach their youngsters new behavior. Each parenting skill is described, rationales are provided and finally described in step-by-step detail. Role-plays are used to practice the parenting skills taught in class. Example of these include: how to listen and talk to your child, use of descriptive praise, rewards and privileges, planned ignoring, withdrawal of privileges, time-out, and keeping a record of your child's progress. Common challenges are also discussed such as morning routines, night problems, toileting, homework and problems with siblings.


Dr. Robert Sewell and his students in Psychology 493-Field Experience in Parenting Styles-worked hard this summer and fail to develop instructional materials, which are now available in a course manual format. Sewell said, "The Psych 493 students have shown a real commitment to steadily improving this community service. Erica Payne, in particular, has really focused on continually updating our manual." Much discussion has occurred as to how offerings like this might be expanded to also address parents of infants, toddlers, teenagers and/or foster children.

Conducted in a weekly format, "Effective Parenting" is offered through UAS Continuing Education and carries no academic credit and no grades are assigned. Classes are conducted on the UAS campus and are open to the general public at a minimal charge of \$25 plus a manual fee. The atmosphere is supportive and fun and all are welcome. To enroll call UAS Registration Desk at 465-6458.

Session Schedule - Spring and Summer 1998

Session 1: (Spring '98-Section 01)	Jan. 14 - Feb. 11
Session 2: (Spring '98-Section 02)	Feb. 18 - March 25
Session 3: (Spring '98-Section 03)	April 1 - April 29
Session 4: (Summer '98-Section 01)	May 27 - June 24
Session 5: (Summer '98-Section 02)	July 8 - Aug. 5

Dr. Robert Sewell is a psychology professor at UAS. Debbie Loveid, Erica Payne and Windy Winsenberg are all students in Sewell's Psychology 493 class.



FAMILY SHOPPING NIGHT
Thursday, December 18, 6:00 PM - 10:00 PM

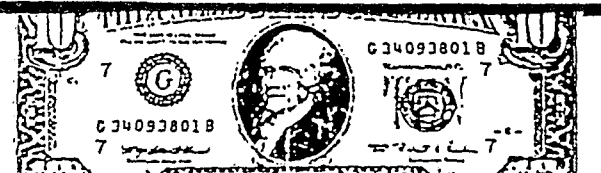
ACTIVITIES

5:00 - 7:00 Pictures with Santa
6:30 - 8:30 Mr. Froggie with free balloons
6:30 "The Night Before Christmas"
read by Charlotte Carol
7:00 Victorian Christmas Carolers
8:00 Juneau Jubilee Singers

The Southeast Alaska Food Bank is building a 15 foot tree of canned food!! Help support them by bringing in a canned food item to add to the tree.

Holiday Hours
Mon - Sat, 9am to 10pm
Sun 11am - 6pm

Events Hotline
789-9014



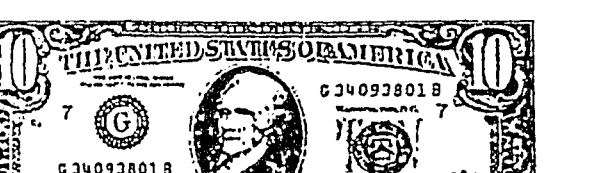
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December 15 - 18
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The Bookstore will be closing at 5:00 on December 19th and will reopen on January 5th.

HAPPY HOLIDAYS AND BEST WISHES FROM ALL OF US AT THE BOOKSTORE.



Feeling the stress of finals?!?! Try a little stress relief

By Crystal Huskey
Whalesong Reporter

Are you beginning to feel the stress of finals overcoming you? Why not get away from it all by participating in Student Activities Stress Relievers. These activities, which started on Friday, Dec. 5, and end on Wednesday, Dec. 17, offer students a chance to take a break from studying and just relax. Free massages will be offered to students from 1-3 p.m. in the Maurant Café on Friday, Dec. 12.

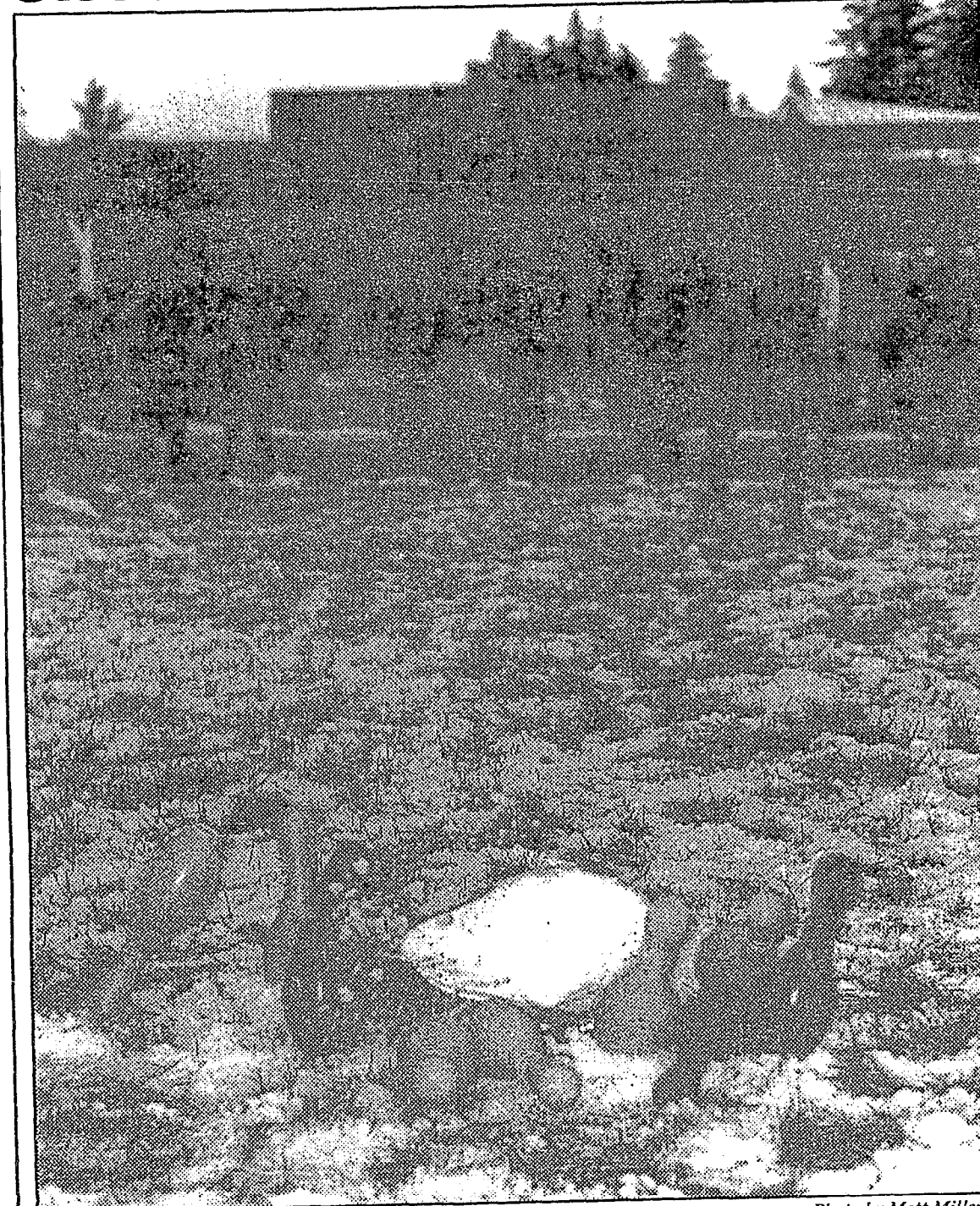
For those wanting to get into the holiday spirit, be sure to check out the Holiday "Winter Celebration" at Juneau-Douglas High School on Saturday, Dec. 13. Performers include the Juneau Symphony, Juneau Dance Unlimited and the UAS Choir. Students can purchase tickets for \$10 at Hearthsides and Rainy Day Books.

If you enjoy bowling, then don't miss the free bowling night for UAS students at Channel Bowl on Sunday, Dec. 14, at 9 p.m. What better way to relax than a free acupuncture session. These sessions will be offered to students on Monday, Dec. 15, in the Maurant Lake Room from 2-4 p.m. Free massages will be offered once again to students on Tuesday, Dec. 16 in the Maurant Café from 11 a.m.-1 p.m. Students can also participate in the free Ice Cream Social at 3 p.m. in the Maurant Café.

If you missed the first round of massages you will get a second chance to be pampered on Wednesday, Dec. 17. Massages will be given in the Maurant Café from 8-10 a.m. on Dec. 17. Also taking place on Dec. 17 in the Maurant Café will be the UAS Chancellor's Holiday Party for faculty, staff and students.

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Stee-RIKE!



Housing Manager Timi Hough knocks them all down with a freezer-burned turkey during a Turkey Bowl held just before Thanksgiving in front of the Maurant Building. Hough won a 10-pound turkey because of her strike.

For more info or just a smiling face, stop by the Student Activities Office or call us at 465-6528!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
<h1>FINALS WEEK STRESS BREAKERS</h1>						
Channel Bowl Free Bowling UAS students 9pm Holiday "Winter Celebration" Juneau Symphony, Juneau Dance Unlimited and the University Singers, JDHS Aud., \$10 students with ID, \$12 General Admission, tickets at Hearthsides and Rainy Day Books.	Acupressure! Free for students! Stress break 2-4 pm Maurant Lake Room, first come, first served. Two folks available to help you relax!	Massage! Free for students, first come, first served, Maurant Cafe. Take a 5-10 minute massage break to rejuvenate your study time. Co-sponsored by Rub Me Right and St Activities 11am-1pm Ice Cream Social Free to UAS students, 3pm, Maurant Cafe	Massage! Free for students, first come, first served, Maurant Cafe. Take a 5-10 minute massage break to rejuvenate your study time. Co-sponsored by Rub Me Right and St Activities 8-10am UAS Chancellor's Holiday Party Faculty, Staff, and Students welcome. Maurant Cafe 3-5pm	Massage Acupressure Heart and Sole	Message! Free for students, first come, first served, Maurant Cafe. Take a 5-10 minute massage break to rejuvenate your study time. Co-sponsored by Rub Me Right and St Activities 10am-1noon Student Government Meeting 4:30pm	Holiday "Winter Celebration" Juneau Symphony, Juneau Dance Unlimited and the University Singers, JDHS Aud., \$10 students with ID, \$12 General Admission, tickets at Hearthsides and Rainy Day Books.

Inside Madame Meng's Crystal Ball

Astrology for the week of Dec. 12 - 19, 1997

By The Dream Dragon

Sagittarius (Nov. 23-Dec. 21)

All of these planetary alignments are making you giddy, expecting the holidays, getting soft on your friends and generally being obnoxiously genial. Stop that, not that you can't be your usual charming self, but lighten up. You do not need to send your friends tickets to Hawaii to let them know you care. Completion and the end of obligations brings an elation that is overdue. It is a time to reflect about your life, but also a time to go for walks and enjoy the moment.

Capricorn (Dec. 22-Jan. 19)

Venus is conjunct Neptune in Capricorn, and baby, are you in demand! All of a sudden you feel flexible, powerful, and tempted to have your nose pierced or some other such extravagant thing. This is especially alarming, say if you work for a sedate accounting firm. Think long before you adopt any style that is not completely comfortable to you. You are probably strange enough, anyway, just leave it alone knowing that your presence is usually enough to throw others off.

Aquarius (Jan. 20 - Feb. 18)

You have made it through the chaos of the last few weeks, and be assured you will make it through the next weeks, too. Although the entropy of the universe is on the increase, you can still keep your balance, and have a good time while you are in it. It may be an unusual time for you, and this can be difficult, but not if you maintain your kind attitude to others. Let things roll around you, you are the immaculate water sign, just stay fluid!

Pisces (Feb. 19 - March 20)

This is an Aquarius time as Mars enters

Aquarius and you need to relax. Usually when Aquarius becomes disruptive and blows things out of proportion, you crumble and start getting upset. But this time, you just smile and tend to pleasant things. You are so talented with helping others through problems, remember that this is an asset, not a waste of time. Don't let those hard-core business sorts throw your equilibrium, go out dancing! Light road flares on a birthday cake! Get on the life-wagon.

Aries (March 21-April 20)

Oh, Aries, Aries, Aries. This is the time to socialize in groups, not hang out by yourself examining your life. Not that it doesn't usually need some examination! Try demanding that everyone address you as "Conquistador!" This will help your ego, and make others understand what strange inner plights you actually go through. You will find that toward the end of the month, it is the communication and networking aspect of your life that are the most helpful. And here you thought you were only successful by brute force and your charming wit!

Taurus (April 21-May 20)

Patience needs to be your guideline this week, you old sensual bull. You must let your ego die a bit to allow for those of the inflated egos that are swirling in your midst, friends, lovers and everyone else. It is a good thing, you don't like being challenged, but you will win if you can maintain your stillness and integrity. That may sound harsh, but if you receive an unusual career offer, you need to weigh the possible consequences and advantages. As much as possible, skip rather than walk. This will make everyone worry about you. It will help in the future.

Gemini (May 21 - June 20)

Put yourself out there, not that you usually aren't. You may be getting ready to visit family for the holidays, or plotting ways to escape fam-

ily members for the holidays. It doesn't matter. You are in a vortex of intense activity and turmoil in relationships, jobs, career, and your own development. It helps that you are finalizing some projects and looking at realistic goals. Remember, if you do not pilot your own ship, you may end up in some very bizarre ports.

Cancer (June 21 - July 22)

OOoh, such nasty thoughts, Cancer! You have romance on your mind and don't care who knows about it. It is quite a naughty time for you, whether you act on it or not. This is quite amusing to you, because you really are very conservative. Your work will get done, and this holiday you may find a wonderful break from the usual. Torment your relatives. Stare at static on the TV and claim you see "magic pictures." It will be good for everyone.

Leo (July 23 - Aug. 22)

Mars enters Aquarius, and all of these planets are lined up to make your life a living hell. . . . Actually, there is this thing - because Aquarius is exactly opposite you in the zodiacal circle - that creates havoc in your life when these Aquarian events happen. You are threatened by relationships, you have probably insulted others, and have found no way to work it through. Things get out of control, and what Aquarius does in your life is to bring things in the open that should have been worked on long ago. You knew it, you ignored it, now you need to fix it. All is okay, breathe deep, be more sensitive. Tech. Sorry.

Virgo (Aug. 23 - Sept. 22)

Have you been informing everyone you meet of your personal Kennedy assassination/UFO/O.J. Simpson conspiracy theories? Get a grip, people are running the other way. You are just wanting to type all in upper case these days, and usually that is okay. There is a moon wobble happening right now, and it might be better if

you would just ease up on your fellow man. Life can be entertaining. Try wearing a LOT of cologne, it offends everyone.

Libra (Sept. 23-Oct. 22)

Revive old romance, rekindle old art projects, bring yourself back into life. You have probably been dealing with some harsh realities, and may have had to let some old ideas fly away. That is quite appropriate for now, and you can be assured that you will blossom in the future, maybe the very near future. Do something that you will appreciate. Ask your co-workers, fellow students, whatever, mysterious questions, and then scribble their answers in a notebook. Mutter something about "psychological profiles." It will lift your heart.

Scorpio (Oct. 23-Nov. 22)

Tie jingle bells to your clothes and when Christmas caroling, sing "Jingle Bells, Batman Smells" until you are physically restrained. You will really have a good time with this. In fact, you will probably have a great time with everything during the next few weeks. You may encounter new romance, and that stuff with Aquarius creating a moon wobble won't phase you a bit. You like this stuff! Congratulate yourself, you probably have been a great success this year, in ways that are important to you, not necessarily to everyone else. You are a spiritual genius, so grin a little, no one will know why.

The Dream Dragon is a Libra and a full-time student at UAS, plus a wife and mother and businesswoman. She normally is a very balanced person, but her scales are overloaded with Christmas cheer, Chinese finals and end-of-semester madness.

Adjunct faculty vote for unionization, university appeals ALRA decision

By Eileen Wagner
Whalesong Reporter

Part-time faculty at all campuses of the University of Alaska have voted overwhelmingly in favor of joining a union. The Alaska Labor Relations Agency (ALRA) mailed out a thousand ballots to adjunct faculty, and when the votes were tallied, it was 425-195, or 68 percent of the votes cast, in favor of unionization.

Last April, the ALRA voted 2-1 that the adjuncts had a community of interest, and could pursue a union vote. The university appealed the decision, and now the date for oral arguments on the appeal is approaching. They will be held Dec. 17 in Anchorage Superior Court.

"We respect the fact that the adjuncts have participated in a vote and have made a choice," said Jim Johnson, head of the UA Labor Relations office, "but it's important to note that the bargaining unit is inappropriate, and we will pursue that in court."

The university argues that the adjuncts are too disparate a group to form a union, and maintains that they do not have a community of interest. They teach anywhere from one to five courses a year, and are usually employed at some other job as well.

"The university has put roadblocks in front of us every step of the way," said adjunct organizer Steve Levi. "The question they're raising now is not, 'was the election valid?', but 'do the adjuncts have a community of interest?' That question was settled back in April by the ALRA."

Levi admits that he had no idea how the vote would go. "Forty percent of our members are unreachable by phone, and we had no way of knowing

how they'd vote. Part-time workers are traditionally hard to organize. The university is shocked that we won with as large a margin as we did. We caught them by surprise. It's clear from the votes that there's an undercurrent of mistrust of the university," he said.

Labor Relations head Johnson said of the vote, "It was no surprise to me. I know that the adjunct faculty have serious concerns, but their concerns vary widely. Our main concern is that we've got a declining budget to deal with. We've had a 30 percent drop in our operating budget in recent years, which means our ability to provide services decreases. The union promises the achievement of certain goals, but reality will limit the realization of those goals."

Is Steve Levi worried about his own future? "If they fire me, it'll be obvious they did it because of my union activity, and that's illegal. But if we lose in court, I'm gone," he said.

There are approximately 175 adjuncts at the three campuses that comprise the University of Alaska Southeast. Juneau has the most adjuncts with 120, and the other 55 adjuncts are split between the Ketchikan and Sitka campuses.

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The names behind the buildings at UAS:

The Whitehead Building honors a former doctor and his wife

By Eileen Wagner
Whalesong Reporter

The moment Stuart Whitehead started talking about his parents, for whom the Whitehead Building is named, the story came to life. The adventures of a physician in territorial days, the flurry of life in a family with five children, the glimpses of Juneau as it was from 1935 to 1966 - the Whitehead story is a piece of Alaska history.

The Whitehead Building was the first building on the Auke Lake campus. It was completed in 1969 and housed offices, classrooms, and the library of what was then the Juneau-Douglas Community College. The University of Alaska Southeast was organized in 1972 and the building was dedicated to William M. Whitehead and his wife Dorothy J. Whitehead.

William Whitehead was born in Virginia in 1905. Virginia Whitehead Breeze, Whitehead's daughter and a former University of Alaska (UA) Regent, wrote a book about her father. She notes that her father's high school classmates voted him biggest bonehead and most athletic boy during their senior year.

After graduating from the University of Virginia (UV) Medical School in 1931, he moved to Seattle to intern under a 1905 UV Medical School graduate named Dr. James Tate Mason. The facility was the Virginia Mason Hospital, named for Dr. Mason's daughter.

After Whitehead's internship, he worked as a ship's physician for a time, and travelled to China, Japan, and the Philippines. In 1934 he moved to Wrangell, a

community that badly needed a doctor. "I had to eat," he told his family later of the move to Alaska. "This country was in a depression and I couldn't make ends meet."

In Wrangell, he met Dorothy Johnson, the 24-year old daughter of Norwegian and Swedish pioneers. She was also an honors graduate of Whitman College in Washington where she had been the first woman student body president. They were married in 1934, and moved to Juneau (population 7,500 at the time) the following year.

They lived in a house at Sixth and Harris Streets that is now the Juneau Youth Hostel. It was just across the street from St. Ann's Hospital, and Stuart Whitehead recalls that his dad would pull his pants on over his pajamas to run across the street and deliver a baby at night. From his open bedroom window he could hear his dad yelling at the women in labor to "push, push!"

Whitehead's most satisfying work as a physician was delivering babies. "It's the happiest branch of medicine," he said, "I wouldn't be a brain surgeon for all the tea in China." He delivered an estimated 4,000 babies during his career. Early in his career, he constructed an incubator out of a shoebox heated with a light bulb for a premature baby. "Hell, that kid grew up to be the town's best basketball player," he said later.

Daughter Virginia writes of her father that his warm, folksy manner put patients at ease. "He whistled as he walked down the hospital corridors for his was a jolly nature, and he liked to visit patients who weren't always his own during hospital

rounds just to say hello and find out what was going on . . . He was naturally comfortable with people from all walks of life and backgrounds." She recalls sitting at the dinner table and listening to her father's end of a phone conversation: "Tell me, young man was she nauseous? . . . All right, then, did she vomit? . . . Goddammit, man, did she puke?"

Son Stuart recalls making house calls with his father, and said his father often flew out to small villages to see sick patients.

After a major 1939 fire destroyed the offices in the Goldstein Building of Whitehead and his three partners, the Juneau Clinic relocated above the Alaska Laundry on South Franklin. The clinic gave weekly check-ups to the prostitutes in the area until they were outlawed in the 1950's. Whitehead's partnership continued until a year before his death when he established a clinic under his own name on Willoughby Ave.

The Whiteheads were avid gardeners, who cultivated a large flower and vegetable garden at their cabin at Lena Beach. Dr. Whitehead loved to wear a pansy in his lapel during the summer, and deliver his homegrown bouquets to friends and neighbors.

Life magazine featured the Whiteheads in a 1941 photo spread on Alaska's defense readiness. "Dr. Whitehead is ready for war," says the caption under a picture of Whitehead shoveling snow in front of the air-raid shelter near their house. The concrete bunker is still visible behind the Youth Hostel.

Both the Whiteheads were active in civic affairs, especially the Holy Trinity Episcopal Church and the American Cancer Society. Whitehead served as president of Rotary and the Chamber of Commerce, and was Chairman of the first Alaska State Judicial Council, whose duty was to set up the court system immediately after statehood.

He then served in the House of Representatives (1963-65) while still a practicing physician. He was a UA Regent the year before his death.

Both the Whiteheads died suddenly. Dr. Whitehead had a heart attack on a hunting trip in November of 1966, and Dorothy Whitehead was killed in a car accident in November of 1971. Both were 61 years old when they died. They are buried in the Alaska Pioneers Plot in Evergreen Cemetery.

Daughter Virginia wrote that only once did her father consider moving back to his home state. In 1942, he was offered the chance to take over a practice in Lynchburg, Virginia, and moved the family there. "But Alaska with its unique opportunities had reached the depths of his soul, and his Alaskan wife was homesick, so my father, with his young family in tow, returned in 1943 to the 'Great Land' far away from his roots."

A portrait of Dr. Whitehead hangs in the Whitehead Building.

Editor's Note: Thanks to Virginia Whitehead Breeze, Stuart Whitehead, and Scott Foster for material contained in this article.

Professors learn latest in distance education

By Crystal Huskey
Whalesong Reporter

Two staff members from UAS recently attended a conference in Jackson Hole, Wyo. to learn more about new trends in delivering distance education.

Bruce Gifford, regional director of student services and Susan Warner, manager of media services, attended this four-day conference in October. The conference, titled "Access To Learning: Reframing Educational Policy and Telecommunications Practice for a Competitive Environment," offered participants an in-depth look at the use of technology in delivering education.

"I think I saw what colleges and universities will look like in 10 to 20 years," said Gifford. "We don't always have to have a classroom in order for somebody to learn. We're going to be involved in a 'cyber university' and offering courses that way. The outside of a university may look the same as now, but not when you look inside at how classes are being taught with e-mail and audio conferences. The university probably registers close to 1,000 students who never step foot on a campus."

One of the most important things Gifford got out of this conference was awareness. "It was amazing to me to learn how many schools are operating on-line. It really makes life-long learning a reality because you don't have to sit in a classroom anymore to get an education," he said. "UAS is doing a real good job. Were doing as good, if not better than 90 percent of the schools there [at the conference]."

One of the main topics dealt with how to provide student services. According to Gifford, first you have to learn how to become student-centered. But what exactly does student-centered mean? "The university has to design schedules, policies, and regulations that all have the best interest of students in mind," said Gifford.

With this notion of classes being taught without students in a classroom, one begins to wonder if colleges and universities will entirely disappear.

Gifford said, "I don't think they will entirely disappear."

appear. There will be a need for particular aged students to come together to acquire social maturing, but for a lot of others there won't be a need."

Warner thought one of the most important parts of the conference was the presentation by the keynote speaker Donald Norris. Norris is president of Strategic Initiatives and co-author of a book about transforming higher education. According to Warner, Norris discussed the radical changes that would be taking place in education.

Warner said that the most important thing she came away from the conference with was, "Rerouting my compass of where the university needs to go. Having a properly aligned compass will help us decide what to buy and how to use it."

"I think UAS is doing very well for its size," she said. Warner noted that UAS has added the smart classroom initiative, which helps faculty to make use of technology in the classroom, using the web-based POLIS and Caucus resources, and the digital Alaska-3 satellite to help deliver education to students.

"The Teaching, Learning and Technology Roundtable (TLTR) has been doing an excellent job of uniting students, faculty, and administrators to help chart what our course is going to be into the future," said Warner.

Warner attended several different workshops at the conference. These workshops allowed her to learn about new technology, changing copyright laws to deal with the growing use of the web, forming partnerships between universities and corporations, and multimedia design and assessment.

Those wanting to learn more about this growing idea of technology can check out the conference's Distributive Learning on the Caucus page at: <http://www.jun.alaska.edu/caucus>

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..NOAA

Continued from page 1

Tony Gharrett, director of UAF's Juneau Center, is getting worried about the looming spring deadline. He speculates that some university administrators, although enthusiastic and sympathetic, may have been caught off guard and not realized — until too late — the certainty of the NOAA project.

"The scuttlebutt — at least in some quarters — was that this facility wasn't going to go," said Gharrett. As a result, UAF and the state legislature, it's ultimate funding authority, still have not committed to rounding up the university's share.

"If I knew of a tree where I can pluck that off, we wouldn't be having this discussion," said Gharrett. Gorman suggests that UA Regents may have counted on congressional funding support, but — instead — they may have to sell off land holdings or look for a legislative appropriation.

Following the last interim accreditation report by the Northwest Association of Schools and Colleges (NASC), UAF was urged to follow through with adequately developing and funding the university's "Strategic

Plan'. But one of the four items specifically mentioned in a December 1995 letter is the inadequate space for the Juneau Center. NASC is urging UAF to remain committed to the new NOAA complex while making sure that current facilities and equipment are acceptable. An update of UAF's progress is expected next spring and the next comprehensive accreditation evaluation is planned for 2001. In addition to a perceived lack of commitment in helping fund the new facility, Gharrett hopes that the situation won't become a prelude to UAF eventually scuttling the fisheries program as a way to get around the accreditation problem.

"To not have a fisheries program in a state so dependent on fisheries is pretty short-sided," said Gharrett.

UAF's Juneau Center and the Auke Bay Lab may be two separate and distinct organizations, but — in this case — Gharrett notes that "the whole is greater than the sum of its parts." Gorman equates the Juneau Center to a baseball farm team.

"It's not a prospect that we like to think of that that relationship would cease," said Gorman. UAF students and

federal researchers often collaborate on projects, and many UAF graduates work on their theses at the Auke Bay Lab and then later end up employed there or working for the Alaska Department of Fish and Game.

"We see it as a two-way flow of ideas that benefit both institutions a lot," said Joe Greenough, deputy director of the Auke Bay Lab.

Not only would the NOAA/NMFS Juneau Consolidated Facility — as it's being called — keep together most of the university and federal researchers and federal fishery managers who rely on that research, but it would also solve space problems faced by both the Auke Bay Lab and UAF's Juneau Center.

Greenough points out that the current lab facility is not entirely handicapped-accessible, the library is cramped and books are stored on moving shelves, an adjacent and aging warehouse has been converted into offices and a specimen 'museum', the bathrooms are insufficient, and parking is tight. Researchers are so cramped by space limitations that current programs have to take turns using lab space, offices in the aging build-

ing have long been converted into chemical labs, and closets have subsequently been converted into offices. The entire facility is composed of the over-thirty-year old main lab and about ten other little buildings crammed together, some of which have been constructed over the eys from base operating funds. Greenough says staff shrinkage in recent years has helped alleviate the space crunch, but staff levels could someday grow by another 30 full- and part-time employees — back up to a total of about 130.

Increased lab space would allow for multiple large-scale experiments with adult fish that just can't be done now. The new facility will have a wet lab, or a laboratory where various species are observed in saltwater tanks in controlled temperature and lighting conditions, that is about five times larger than what is currently being used. A larger wet lab would also allow long-term sophisticated studies of such things as pollock tagging or crab by-catch mortality.

Greenough says the new facility "will also incorporate things that will benefit the whole community" such as

Women's basketball bounces back at UAS

By Crystal Huskey
Whalesong Reporter

As unbelievable as it may sound, UAS has a women's basketball team. The team, which currently consists of nine members, plays in Juneau's City League.

The team has five UAS students and four university alumni. The team received \$350 from the UAS Student Senate and \$350 from Student Activities to help it get started. The money from the Student Senate is to be repaid by the team assisting with one of the Student Senate's spring semester fundraisers.

The team has nine games left this season. The games are held at various schools in Juneau. The last game of the season will be Jan. 23. According to Mary Tagaban, a student at UAS and a member of the team, this is the second year that the team has represented UAS in the City League.

Unfortunately, the team can't accept any more players for this season, but keep a look out for information regarding next season.

Date:	Location	Time	Opponent
12/12	Harborview	6:15 P.M.	Lynden Transport
12/14	Dzantik'i Heeni#2	4:00 P.M.	Ricker&Assoc./Murray&Assoc.
12/15	Gastineau	8:45 P.M.	The Alaskan
12/18	Dzantik'i Heeni#2	7:15 P.M.	Coeur Alaska
1/5	Gastineau	8:45 P.M.	Lewis Motors/Driftwood
1/8	Dzantik'i Heeni#1	7:30 P.M.	Outdoor Headquarters
1/11	Dzantik'i Heeni#2	4:00 P.M.	Super Bear
1/18	Dzantik'i Heeni#2	5:15 P.M.	Kootznouwo
1/23	Marie Drake#2	7:30 P.M.	Lynden Transport

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a conference center with a large meeting area, and a smaller sloped-floor auditorium that may be used for public events or activities.

The ten faculty and forty graduate researchers with UAF's Juneau Center are also hamstrung by limited office and lab space in the Anderson Building. Some students and a handful of faculty are also isolated and working separately in the Sherwood Building at the State Troopers' Juneau headquarters.

Three early site alternatives for the consolidated facility included the potential expansion of the existing Auke Bay Lab, and new construction on the North Mendenhall Peninsula and at AukeCape/Indian Point. The existing Auke Bay Lab site would only allow expansion of up to six acres. Over 400 acres would be available at the North Mendenhall Peninsula site, but it's not adjacent to seawater which is essential for laboratory research. The Auke Cape site preferred earlier is opposed by local natives concerned about destruction of cultural and archaeological resources, and overland road access to the 28-acre parcel is possible only through National Park Service land and a residential neighborhood.

As its fourth and now-preferred alternative, NOAA is currently looking at a new site centering on the Lena Point rock quarry now operated by SECON, Incorporated. The 22-acre area includes easy access to seawater and Lena Loop Road. Greenough says either the Auke Cape location or the Lena Point alternative would allow for what he calls "a world-class facility", and not much will be sacrificed in switching to the latest alternative. "It was just a site that we were not previously aware was available," Greenough adds.

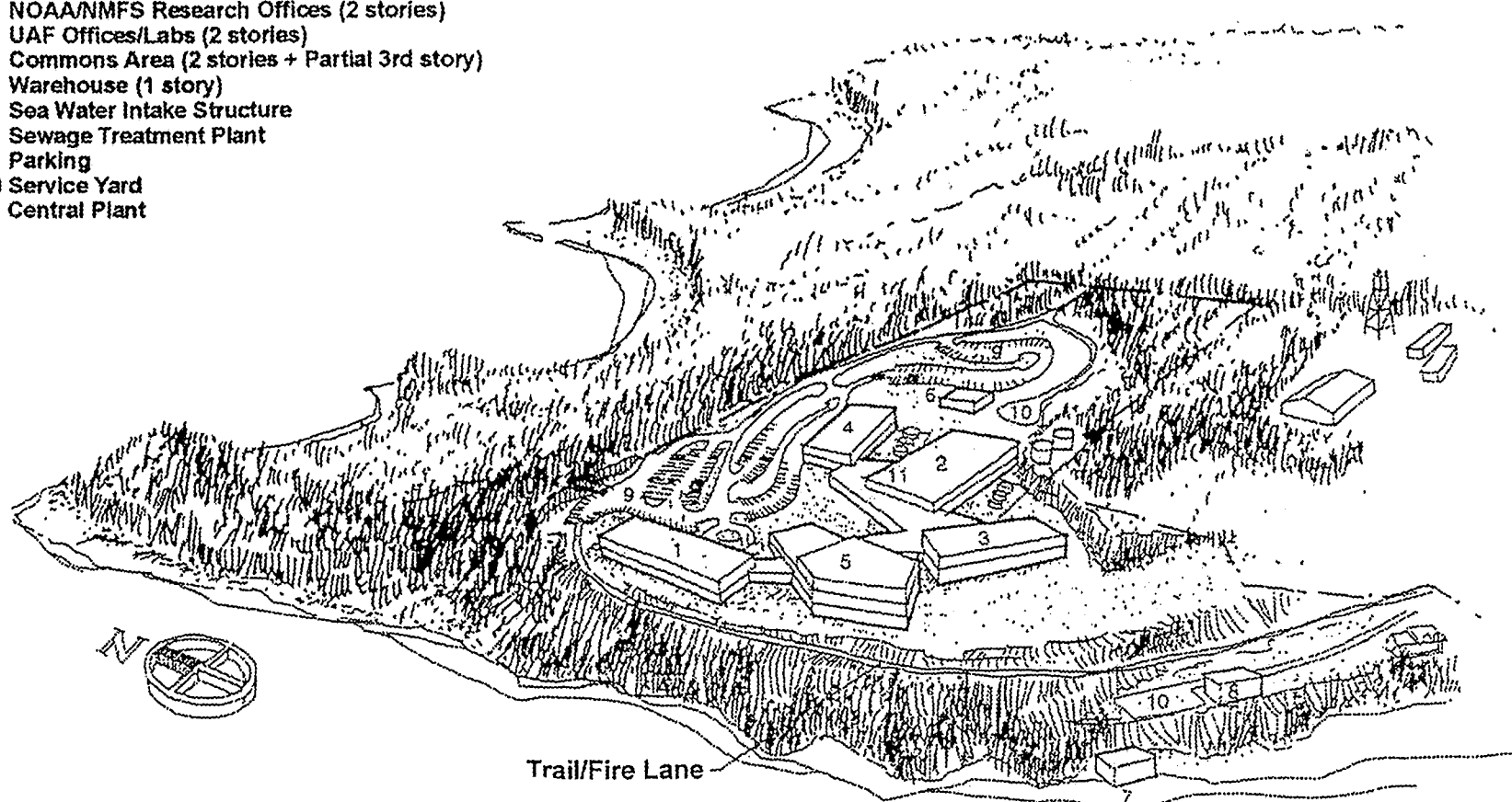
It's expected that NMFS would get SECON's Lena Point site after a complicated three-way land swap in which the City and Borough of Juneau (CBJ) would eventually take possession of the Auke Cape property and SECON would find another quarry site.

"Hopefully, it sounds more complicated than it is," said Gorman.

But increased traffic and a potential change in neighborhood character are some of the concerns being raised by Lena Point residents.

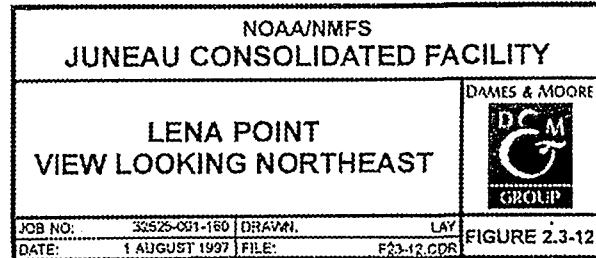
After the new site was picked out earlier this year, NOAA representatives briefed area residents during a series of open houses. Access to the quarry site is currently possible only through a pair of roads either at the north or south end of the peninsula. Both of

- 1 NOAA/NMFS Regional Offices (2 stories)
- 2 NOAA/NMFS Labs (2 stories)
- 3 NOAA/NMFS Research Offices (2 stories)
- 4 UAF Offices/Labs (2 stories)
- 5 Commons Area (2 stories + Partial 3rd story)
- 6 Warehouse (1 story)
- 7 Sea Water Intake Structure
- 8 Sewage Treatment Plant
- 9 Parking
- 10 Service Yard
- 11 Central Plant



SOURCE: LSI, 1997

Favorite Channel



those roads travel through residential neighborhoods, some homeowners are not too keen about having over 300 vehicles travel through the area twice-a-day everyday.

Lena Loop Road resident Arthur Kimball says a projected three-fold increase in traffic would be intolerable.

"Such a complex requiring extensive construction and massive infusion of over 360 personnel is a mockery of CBJ's Comprehensive Plan guidelines for the Lena Point rural low-density residential area in which we live," Kimball pointed out in response to the Lena alternative.

Another local resident, Carl Dierking, suggests that traffic be routed away from the current loop and run directly to the new facility to minimize and impact on the neighborhood. "This would be a new road located in the upper part of the peninsula."

But Gharrett notes that he and his wife, who works downtown as a NOAA employee, also live on Lena Loop Road. "The traffic can be a problem," he admits, "but I also think that it can be addressed." He points out that a heavy truck operated by SECON passes by his driveway every thirty minutes during the summer months.

The CBJ Assembly has asked for financial help in mitigation considerations for the neighborhood, such as a

new \$2.7 million road, an annual \$50,000 bus subsidy, and joint sewage treatment facility and fresh water reservoir. But Gorman thinks that all of the requests, with the exception of the road, are simply enhancements, rather than measures to mitigate development of the complex. In addition, NOAA doesn't have the mitigation funds for their \$1.7 million share of the road, which Gorman said is simply the more-expensive alternative that fits in best with CBJ's planning of a new 90-lot subdivision there. NOAA also planned on building their own \$300,000 water tank for fire suppression needs. The city, instead, offered to let NOAA use a new, larger reservoir planned for the neighborhood if they would chip in with only half the cost. But the total price tag is estimated at \$3.4 million. "So, they want us to pay \$1.7 million for the tank, too."

Other southeast communities have courted NOAA for relocation of the new facility to offset declining revenues from the collapsing timber industry. Ketchikan is still lobbying NOAA and Anchorage jumped into the fray by offering land and facility incentives in the Ship Creek area. But Jim Barrow, NOAA's Realty Specialist, said it's unlikely that the complex will be built elsewhere because of federal ties to state agencies in the capitol and the Juneau Center. In addition, as many as 200 employees would have to be re-located if NOAA decided to move.

"There's a lot of pre-existing history that would be disrupted if the facility was not built here," Barrows said.

After a round of open house and public hearings this year, a Supplemental Draft Environmental Impact Statement was issued in September. Greenough says consideration of the new Lena Point site added a few months to the planning process.

"We had to go back and re-do some of the things that we already did in the other alternatives," Greenough said.

A Final Environmental Impact Statement is due in mid-January and a Record of Decision on the site is expected in late February. Work on final construction drawings will start no later than April and last about sixteen months.

"We believe that this facility is so important to our agency that we can't wait," said Gorman. "If the university can't commit to participate in this, we will be left with no choice than to just move ahead and design it to accommodate our needs here in Alaska."

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Miscellaneous

January 15th '98, 12:00 - 1:15pm in the Lake Room in Maurant Cafeteria: back to school potluck and featured speaker. Please drop by and bring a friend! Learn about job opportunities and scholarships. The UAS American Indian Science & Engineering Society (AISES) is open to ALL (any major and ethnic origin welcome.) See Pattie Adkisson in the Student Resource Center for information or see you there!

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